

Improving Students' Writing Skill of Narrative Text Through Storyboard That at SMA Negeri 5 Semarang

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui penggunaan Storyboard That untuk meningkatkan keterampilan siswa dalam menulis teks naratif. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Metode penelitian ini dilakukan dengan menggunakan data kualitatif dan data kuantitatif. Subyek penelitian ini adalah siswa kelas X SMA Negeri 5 Semarang tahun ajaran 2022/2023 yang berjumlah 36 siswa. Penelitian ini bertujuan untuk mendeskripsikan implementasi Storyboard That yang dapat meningkatkan keterampilan menulis siswa kelas X SMA Negeri 5 Semarang. Penelitian ini dilakukan dalam dua siklus yang masing-masing terdiri dari perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian ini menunjukkan bahwa ada peningkatan siswa dalam menulis. Rata-rata pre-test adalah 52,61. Rata-rata post-test 1 adalah 65,97. Rata-rata post-test 2 adalah 76,03. Hal ini menunjukkan bahwa skor dan rata-rata pada siklus kedua lebih baik daripada siklus pertama. Dengan kata lain, siswa lebih tertarik dan termotivasi dalam menulis teks naratif selama proses belajar mengajar. Siswa dapat membuat teks naratif yang terorganisasi. Dengan menerapkan Storyboard That, para siswa bersemangat untuk belajar bahasa Inggris. Dengan menerapkan Storyboard That siswa dapat menyusun teks naratif secara sistematis.

Kata Kunci: Menulis Teks Naratif, Storyboard That, Penelitian Tindakan Kelas

ABSTRACT

This research was aimed to find out the usability of Storyboard That to improve the students' skill in writing narrative text. This research was conducted by using Classroom Action Research (CAR). The method of this research was conducted by using qualitative data and quantitative data. The subject of this research was tenth grade of SMA Negeri 5 Semarang in academic year 2022/2023 which consisted of 36 students. The objective of this research to describe the implementation of Storyboard That to improve students writing skill of tenth grade students of SMA Negeri 5 Semarang. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The result of this research showed that there was increasing of students in writing. The mean of pre-test was 52,61. The mean of post-test 1 was 65,97. The mean of post-test 2 was 76,03. It indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students are more interest and motivate in writing narrative text during teaching and learning process. The students could make narrative text organized. Using Storyboard That, the students were eager to study English. By using Storyboard That the students could compose narrative text systematically.

Keywords: Writing Narrative Text, Storyboard That, Classroom Action Research

INTRODUCTION

Language is a crucial tool in communicating language. It means that the speaker's spoken language once communicating to indicate self-identity, through our language may also show our purpose of view, our understanding of things, the origin of the nation and state, our education, even our nature. English is the only mandatory foreign language subject taught in Indonesia.

English is taught in junior High School from the first year to the third year, and one of its goals is to develop oral and written communication competence in the four language skills namely listening, writing, reading, and speaking. The four basic competences especially in writing have the benefit of training the students to show their ideas to other people logically. The level of difficulty is more significant in writing skills, compared to the other three skills; listening, speaking, and reading, because it encompasses problem-solving and deploying strategies to achieve a communicative goal.

Harmer stated writing can help the learners to express themselves. Writing needs centered on information and thinking. To write, students should have one thing specific in written kind. Therefore, students should get and gift the facts of content, generalizations, and concepts after they write short essay sorts).

According to Wulan Rahmatunisa on her research, the students in Indonesia, get difficulties in writing classified by three categories, there are: 3 linguistics problem, cognitive problems, and psychological problems. In reality, the students in Indonesia, had a problem with their writing skill and difficulties to get and organize their concepts within the written form. The problem may be caused by some aspects: The idea becomes a barrier when a writer cannot find it. The problem can be identified by these several indicators, related with their writing skills such as the idea itself is life in writing so that the absence of ideas can be a classic reason for someone not to write. The next obstacle students might encounter is the difficulty of putting it in words. Not mastering the topic

to be written is also an obstacle for students in writing.

Considering the issues, this problem also exists in this school. The psychological problems which included laziness, egoism, bad mood, and difficulties to start writing are also faced by the students' of SMA Negeri 5 Semarang. Therefore, the researcher is fascinated by doing her analysis here and conclude that they felt bored throughout the learning method in writing. The researcher tries to introduce a new brand media to show English in that school, particularly in writing. So, teaching and learning method would be a lot of varied.

Based on those reasons, the researcher desires to solve the problems with a media. The problem will solve by using “Storyboard That”. Mieke VanderBorgh states “Storyboard That” offers a really nice selection that spans most subjects”. Comics are unique media by combining text and images in a creative form. Teachers can use comics in an effort to arouse reading interest, develop vocabulary and skills. Comic that in their daily use of language and equipped with interesting images make it easy for students to understand the material being studied.

Narrative Text

A narrative text is a text which tells a story. Narrative text is an imagination or a complicated event which directs to a crisis that finds a solution at last. According to Bach and Browning, narrative is a continuous account of an event or a series of event. Based on that explanation, it is stated that the point of narrative text is its series of events. The purpose of narrative texts is to entertain and to inform the reader or listener.

The social function of narrative genre is to tell a story. The story is commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative end with a solution, either with a happy or sad ending. Society is dynamic in the sense that the society is

faced to evolution where things happen and the happenings become the causes to the next events and so forth. The events attract attentions of human beings as member the society. As a way of preserving the events, human beings record them either in oral or written mode and a stage them in stories called narratives.

Storyboard That

“Storyboard That” is one of digital platforms that both teachers and students can actually utilize to say what they think or what they feel of a certain situation in which those feelings of thoughts are expressed in the form of a comic. This platform is also said to be able to make the students have more confidence.

One of the platforms that the teacher can bring into the classroom is “Storyboard That” which is a platform in which the students can express what they think or what they feel or express their opinion in the form of comic strip. In its website, it is affirmed that this platform in one of the story creators that can be utilized to make wonderful visuals and graphic organizer for creating a story in the form of digital comic. It is a wonderful visual tool because the students can create storyboard based on the scene, characters, and other features provided in this platform.

Besides being able to be used to create wonderful and amazing comic, this platform can also be used to create graphic organizer because its features support this function. Rushton affirms that “Storyboard That” is a useful platform to be used in school because it is suitable with the students’ need and what the teachers have in their mind. It is due to the available cartoon style and genres that can be created by utilizing this platform.

Shed acknowledges that “Storyboard That” is a storyboard creator that is based on the browser and besides being able to be used to tell a story, it can also be utilized to explain a process, to show relationships between things, and also to show the passage of time. The users, including teachers and students, are assisted by this creator because they are provided various choice for the story that they will create. The users can have various layouts, scene

or background of the story, different types of character, textables and props that all of them can be poured in the story they create. Those features can also be edited so that the story can be the one the users want to appear.

Shed also states that “Storyboard That” has some advantages, namely: 1) can create student-centred learning situation and students’ choice. This statement is obvious because when the students are assigned to create their story by using “Storyboard That” platform, they will be in a student-centred learning situation because it is going to be the students who are very much involved in the teaching learning because it is them who will create the story based on the theme given by the teacher. In this case, the teacher becomes the facilitator to monitor what the students are doing and gives help if it is needed, 2) can be used to teach different standard in a variety of content areas.

From the description above Storyboard that is often utilized by the teacher as stimulating learning various, specifically by creating the topic matter into an image story. To learn well, active learning with lots of reading helps improve students’ ability to grasp the topic matter. In active learning the most necessary factor for students is resolution their own problem, finding examples, attempting skills and performing tasks that depend on the knowledge students need to improve learning activities so learning objectives will be achieved. This research also discusses about the advantages and disadvantages for the use of Storyboard that as a learning media.

Based on the background above, the researcher is inquisitive about creating an attempt to know whether the utilization of Storyboard that will improve students’ writing ability and conduct the research “Improving Students’ Writing Skill through Storyboard That (A Classroom Action Research Tenth Grade Students) of SMA Negeri 5 Semarang in the Academic Year of 2022/2023.

METHOD

This study applied the Classroom Action Research method. There are

definitions of action research proposed by experts. In process analyzing the data, the researcher categorizes the data into two kinds of data are qualitative data and quantitative data. Qualitative data is to analyze the data of observation and interview. The researcher collected data by using some technique of collecting data included; observation, interview, and test. In analyzing the quantitative data, the researcher used the mean's formula by M.Toha Anggoro. The score will get from the two cycles will conduct in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research.

This research was carried out on second semester students of the 2022/2023 academic year at SMA Negeri 5 Semarang. The research subject in this study were students of tenth grade of SMA Negeri 5 Semarang in X-10. There are 36 students consist of 15 male and 19 female. The researcher was selected X-10, because in syllabus of tenth grade students they are learning narrative text. The researcher implemented “Storyboard That” as a teaching media to improve students' writing ability, especially in writing narrative text.

To collected qualitative data the researcher analyzed using three steps, they were data reducing, data display, and conclusion. The data reduce by summarizing, choosing and focusing on the main data. The researcher reduces syllabus and English score in tenth grade of SMA Negeri 5 Semarang. After reducing the data, the next step is displaying the data. Displaying the data helps the researcher to understand what is happening and to do some things further analysis on that understanding.

The first, the researcher take syllabus that relates to speaking skill, and the second, the researcher take the data in English score just in writing skill. The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation,

possible configuration, causal flows and preposition.

After the process of data qualitative analysis was finished, the researcher ensures the trustworthiness at the data analysis by using peer de brief, member check, and interrater reliability. Peer debriefing is the process whereby a researcher calls upon a disinterested peer a peer who is not involved in the research project to aid in probing the researcher's thinking around all or parts of the research process.

The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The second is member check. the researcher was re-check the data that 1 already got from the students or the English teacher as the collaborator, to help improve the accuracy, credibility, validity, and transferability of this research.

The last is interrater reliability. In interrater reliability, the researcher need help from English teacher to checked the students work with the rubric assessment as the guideline in order to avoiding the gap of score among the students. The score must be objective. In analyzing the quantitative data, the score will get from the two cycles will conduct in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research. Test item which is used here is students are asked to make narrative text based on the students' imagination, idea, and interpretation of the “Storyboard That” given.

FINDINGS AND DISCUSSION

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and photograph. The quantitative data was taken from the mean of the students score in taking test. The research was conducted in SMA Negeri 5 Semarang, particularly in class X-10. The class consisted of 36 students. The research was conducted in two cycles, first cycle consists of three meeting and second meeting consists of two meetings. The tests were given to the students were pre-test,

post-test I in the first cycle and post-test II in the second cycle. The last meetings of each cycle the researcher conducted post-test to know the improvement of the students' writing ability.

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' writing narrative text, before they were using "Storyboard That". In the preliminary study, the researcher used writing test to know result of the score students' writing narrative text before using Storyboard That. The total score of pre-test was 1894 and the mean of students score 52,61. The quantitative data above indicates that the students' writing narrative text was low. It can be seen from the mean score of the students was 52,61. To support quantitative data it can be seen from the qualitative data that is taken by using interview was done before conducting cycle I.

In first interview's transcript, the researcher found that the result of interview done before conducting cycle I, many students were not focused on the lesson could be seen from the response of the students, and not conducive in learning English subject. The result of the data also could be seen on second interview, most of the students cannot mastery the meaning of the word in English. The researcher found that the students did not do the task.

Meanwhile the quantitative data was taken from pre-test. The improvement of the students' score can be seen by giving them the test in every cycle. The students were asked to write down the narrative text based on three types, there is legend, fable, and fairy tale.

Based on the result of pre-test, the data showed that the mean score of pre-test was 52,61 and the percentage of the students who passed the test was 16%. There were 6 students who derived the score above the Standard Minimum Score (KKM-Kriteria Ketuntasan Minimal) that was 75. Meanwhile, 30 students were under the standard minimum score. The lowest achievement gained 0 score. By the analysis of the result, it could be seen that almost of the students cannot understand about narrative text. Based on the data it can be

seen that the students score in writing narrative text was low. The researcher would like to continue to the first cycle. Therefore, through Storyboard That the students' expected to be able to improve the students' skill in writing narrative text.

The quantitative data were taken from the results of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle. The researcher gave a test. The test was given for the students before treatment of using Storyboard That. The researcher noted that the score which passed of 75 was success depending on minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM) in the school. It was found that the mean of students score was kept improving from pre-test until post-test of first cycle. Here the students score of Post Test I in cycle I as follow:

Table I. The Students' Score of Pre-Cycle and Cycle I

No.	Cycle	Mean Score	Percentage
1.	Pre-Cycle	52,61	16%
2.	Cycle 1	65,97	36%

From the table above it is the comparison between the result of students' writing test in pre-cycle and cycle I. as we can see the result of the students' writing test was higher than pre-cycle test. It can be seen from the mean of the students was 65,97 and the percentage of the students' score was 36% and the number of the students who did the test were 36 students.

The researcher chose to continue the research in cycle two. The aim was to improve the students score in writing narrative text after doing post-test in the first cycle. Here the students score of post-test in the second cycle.

Table II. Comparison the Result of Observation on Pre-Cycle, Cycle I, and Cycle II

No.	Cycle	Mean Score	Percentage
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1.	Pre-Cycle	52,61	16%
2.	Cycle I	65,97	36%
3.	Cycle II	76,03	80%

From the table above, we can see the comparison between pre-cycle, cycle I and cycle II. In pre-cycle test, the number of students' who passed the test was 6 out of 36 students (16%). The students who got point up 75-80 were 13, and 23 students unsuccessful in cycle I (36%). And in cycle II, there were 29 of 36 students who passed the test (80%). The researcher note that standard minimum score (KKM) is 75. From the data of post-test II, the students that got success the test were 29, and the students did not get success were 7. The total score of the students was 2737 and the number of students who took the test was 36. It means that the score was categorized success.

From the data, it indicated that using Storyboard That in learning narrative text in writing through Storyboard That was effective, and the data above can be concluded that the students' achievement in writing narrative text have been increased by using Storyboard That.

CONCLUSION

Based on the result of the research, it could be concluded that teaching writing narrative text through Storyboard That could improve the students' achievement in writing narrative text. Based on writing test of the students in narrative text by using Storyboard That could improve the students' achievement in writing narrative text. It could be seen that the higher score of writing test was 80. Before using Storyboard That technique the students' achievement in writing narrative text was low. It could be seen that 6 students who passed the test and 30 students unsuccessful.

Storyboard That was effective and efficient to the students in improving their achievement in writing narrative text. This technique was effective because Storyboard That have some roles in the class, they are (1) Comic can motivate students and make them want to pay attention and take apart; (2) Comic contribute to the context in

which the language is being used. They bring the words into the classroom.; (3) Comic can be described in objectives way or interpreted, or responded to subjectively.; (4) Comic can cue response to questions or substation through controlled practice.; (5) Comic can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling. In conclusions Storyboard That was good to teach writing especially on narrative text because it can motivate students and make them want to pay attention and this technique was succeed.

Comic media is one form of media and learning resources that can help students and can replace the teacher position in learning activities both in class and outside the classroom. Comic media can be used in a two-way learning process, namely as a learning tool and as a medium of learning that can be used alone by students. From field observation that the learning of PAI in the form of learning comic has never been utilized. So that the presence of learning media in the form of comics is expected to help teachers or lecturers in the process of learning in the classroom to run in an effective and efficient quality. Comic media can be applied to convey messages in various sciences, and because of its attractive appearance. This media is very interesting in students' lives and is widely available in reading stores as well as the fact that some of the students recognize and memorize the characters of the comics.

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