

CHAPTER I INTRODUCTION

A. Research Background

In improving students' narrative text-writing skills, interesting media have been applied so that they understand more and are enthusiastic about participating in class learning. It is necessary to apply interesting media so that they can better understand and be enthusiastic about participating in classroom learning. By using interesting media, they can facilitate the delivery of material, practice, and assessment of learning. In addition, it can trigger students' thoughts, feelings, concerns, and interests so that they can properly receive and understand information (material) from the teacher. Therefore, a teacher needs to be able to choose appropriate and interesting media for learning.

Teachers are required to reduce the lecturing method and replace it with a lot of exciting media. The lecturing method is considered a less effective method because it is a non-participatory monologue. If the method is carried out by teachers who lack good rhetorical skills, it will make the students get bored. The presented material will look tedious. This method will bring them to a more passive learning feeling because students only act as "listeners" and "spectators".¹

In learning to write narrative texts, there are several problems faced by students, such as boredom in writing. Some feel not smart or have difficulty expressing their feelings or ideas in writing. On the other hand, there are also students who, without being given a stimulus, are already motivated and able to write well. Stimulus is an important activity at the beginning of learning. When the teacher provides a stimulus to students and they are stimulated, it will affect their motivation in learning. If the learning motivation is high, the learning outcomes will also achieve high scores. High learning outcomes will show students' high writing skills.²

In addition to the problems faced by students, there are also problems faced by teachers in teaching. According to the researcher's observation, the teacher in the seventh grade of Mts Mts Miftahul Huda

¹ Tejo Nurseto, *Membuat Media Pembelajaran yang Menarik*, (Yogyakarta: Universitas Negeri Yogyakarta 2011), 19.

² Louditta Ristyasa Rannu, *Kemampuan Menulis Teks Naratif Imajinatif bermedia Storybird Pada Siswa*, (Cirebon: University Sanata Dharma Yogyakarta 2020), 14.

Sumberrejo said that in the learning process there was one problem she faced. “When i teach in class, the problem that usually occurs is that some students still do not uderstand about writing narrative texts so that some students are passive in class”.³

In this case, a teacher must be able to understand the character of students and apply the right media for him/her. He/she should be able to understand that they are usually attracted to something fun. So, in the learning process, the teacher must be selective in choosing strategies and learning media to provide learning materials. Interesting and good learning media will automatically attract students' attention in the learning process.⁴

To overcome the problems faced by teachers, At this time, there have been many learning media offered by experts for teachers to be used in learning activities in the classroom. The learning media offered to vary according to the objectives, forms, and types of learning to be delivered. One of the interesting learning media is storyboard media.⁵ Storyboard is a design sketch of images that are arranged sequentially according to the story script that has been made. By creating their storyboards, a sketch makers can convey messages or ideas more easily to others.

The storyboard media aim to motivate students to develop their ability to write narrative text, which is begun by reviewing sketches in the form of images and then developing them into a paragraph. The use of storyboard media is very effective to improve students' ability in writing narrative texts because the medium provides many advantages for teachers and students. For teachers, storyboards are easy to obtain and easy to apply in the teaching and learning process. For students, the use of storyboard media can increase their curiosity about the story from the storyboard that is displayed, thereby attracting their interest in writing narrative texts. This learning media aims to improve the ability of the seventh-grade students of MTs in writing narrative texts. The use of storyboard

³ Elik Muktawaroh, interview by researcher, Saturday 24th, 2022

⁴ Tati Sri Hartati, *Peningkatan Kemampuan Siswa Dalam Menulis Teks Narrative Melalui Media Picture Series*, (Subang: University Subang 2018), 2598-5930.

⁵ Umi Khulsum, dkk., *Pengembangan Bahan Ajar Menulis Cerpen dengan Media Storyboard pada Siswa Kelas X SMA*, (Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya 2018), 1-12.

media has been used at Mts Miftahul Huda Sumberrejo, especially in the seventh grade which consists of 31 students.⁶

According to the phenomenon, the researcher believe that storyboard media can improve the writing of seventh grade students at Mts Miftahul Huda Sumberrejo. This researcher aims to provide insight into the problem of writing narrative text for seventh grade students in the learning process at Mts Miftahul Huda and it is hoped that with this storyboard media it can create a learning atmosphere more active and attract students more interested in learning English. Therefore, the researcher conducted research entitled "The Implementation of Storyboard Media to Improve Narrative Text Writing Ability for Class VII MTS Miftahul Huda Sumberrejo Jepara".

B. The Research Focus and Scope

The research focus in this study discusses the implementation of storyboard media to improve the writing of narrative texts as follows:

1. Place

The study was conducted in the seventh grade of Mts Miftahul Huda Sumberrejo Jepara.

2. Subject/participant

The subject studied were an English teacher and seventh-grade students for Mts Miftahul Huda Sumberrejo Jepara.

3. Action

The research is about the implementation of storyboard media to improve the seventh-grade students' narrative ext writing at Mts Miftahul Huda Sumberrejo Jepara.

C. Research Problems

Based on the background that has been described, the main problems proposed are as follows:

- 1) How is the implementation of storyboard media to improve the seventh-grade students' narrative text writing at Mts Miftahul Huda Sumberrejo?
- 2) What are the seventh grade students' problem in narrative text writing at Mts Miftahul Huda Sumberrejo?
- 3) What are the advantages and disadvantages of storyboard media in writing narrative text at Mts Miftahul Huda Sumberrejo?

⁶ Interview with Via, seventh-grader at MTS Sumberrejo Jepara, January 2022.

D. Research objectives

1. To explain the implementation of storyboard media to improve the seventh grade students' narrative text writing at Mts Miftahul Huda Sumberrejo.
2. To describe what are the seventh grade students' problem in narrative text writing at Mts Miftahul Huda Sumberrejo.
3. To find out the advantages and disadvantages of storyboard media in writing narrative text at Mts Miftahul Huda Sumberrejo.

E. Research Significances

This research expects to provide some significant contributions both theoretically and also practically, which are as follows:

1. Theoretical significance

This research is expected to be useful for the development of linguistics, especially in the English Education Department and students' writing skills in general education. And also the results of this study are useful as a basis for further research and the last one can be meaningful to add insight and develop knowledge related to writing narrative texts and as an additional reference to provide innovation in the use of storyboard media in teaching English.

2. Practical significance

Practically the result of this research expects to be useful, as follows:

a. For students

Students are expected to be more interested and more active in improving their writing skills after the English learning process is carried out using storyboard media.

b. For teacher

Teachers can increase the effectiveness of the English learning process, especially in teaching narrative text material by using storyboard media to attract students' interest in learning English.

c. For school

The School can develop the quality of the teaching and learning process to achieve academic goals.

3. Pedagogically

Teachers are expected to understand students and teachers can understand student personality development and reflect on it in the learning process of writing narrative texts using storyboard media.

F. Definition of Key Terms

There are several key terms from this research, they are:

1. Writing is a language skill that must be mastered by students as a medium of intellectual communication. Writing is one way to express ideas, experiences, and feelings in written form.
2. The narrative text is a type of text that tells about a series of events chronologically and interconnected, which aims to entertain the public with events, legends, or imaginative stories.
3. Storyboards can help students to design a story and make rough drawings before students make the original object. The storyboard is a sketch of pictures that are arranged sequentially according to the story.

G. Organization of Thesis

This paper is divided into five chapters, which are as follows:

Chapter I: Introduction. It contains the Research Background, Research Focus and Scope, Research Problems, Research Objectives, Research Significance, Definition of Key Terms, and Organization of the Thesis.

Chapter II: Review of Related Literature. It contains a Theoretical Description, a Theoretical Framework, and a Review of the Previous Study.

Chapter III: Research Methodology. It contains Research Method, Research Setting, Research Participants, Data Source, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Considerations.

Chapter IV: Findings and Discussions. The answers to the research questions are provided in this chapter, the researcher conveys the discussions of the findings to make it clearer for the readers.

Chapter V: Conclusion and Suggestion. This chapter provides a brief summary of the research, which contains a conclusion and recommendation.