CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter will discuss relevant theories and literature related to the study. It consists of three points: theoretical description, theoretical review, and theoretical framework. The first point explains implementation, writing and the problem, narrative texts, teaching media, storyboard as teaching media, and the implementation of storyboard media. The second point discusses the review of previous research, and the last point discusses the framework synthesized from the theories.

A. THEORETICAL DESCRIPTION

This theoretical review will discuss the theories used in research. The theories are (1) Writing and the problem, (2) Narrative text, and (3) The implementation of storyboard media.

1. Students' Writing and Problems

a. Writing

As social beings, humans need to communicate with other people. The process of communication can be through written language or spoken language. The difference between oral and written communication lies only in the way it is done. Oral communication is spoken through pronunciation or pronunciation. While written communication is done by writing words and language. Writing is a language skill that is used to communicate indirectly, not face-to-face with other people.

Writing skill is a complex activity in producing quality written work. Because writers are required to be able to compile and organize the contents of their goals and put them into the formulation of various written languages and other writing conversions. In addition to organizing the content of the goal, the writer also needs to consider diction, grammar, and generic text structure, so that it can produce works in the form of sentences, paragraphs, and correct text.[1]

In mastering writing, several things need to be considered to produce good writing. Writing can be satisfying if we master vocabulary, grammar, punctuation,

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[1] Masning Suaidah, *Peningkatan Kemampuan Menulis Teks Narrative Dengan Metode Cooperative Learning Siswa Kelas XI Ipa 5 Sman I Kawedanan Pada Semester Ganjil tahun Pelajaran 2014/2015,* (Kawadenan: jurnal lppm 2015), 67.

and idioms. Before writing, students need to think about how their ideas can be understood by the reader. Students must use the correct written language so that readers can understand the ideas and contents.[2]

In writing a sentence, it must meet grammatical requirements. Every sentence must be arranged according to the applicable rules. These rules cover important elements in sentences, correct spelling rules, and how to choose words in sentences. The sentences that are clear and good will be easily understood by others correctly they can be said to be effective sentences. Effective sentences are sentences that can express ideas appropriately and can be understood by people who read them. To create a sentence that the reader can understand, it is important to know the nature of the effective sentence. The characteristics of effective sentences are as follows:

1) **Equivalence**

Equivalence means the balance between thoughts (ideas) and the structure of the language used. This equivalent sentence requires a clear subject and predicate, and some intra-sentence conjunctions (so, and, or, then, while, even, etc.) are not used in one sentence.

2) **Parallelism**

Parallel means the similarity or alignment of the word forms used in the sentence. That is, if the first form uses a noun expression, the second form must also use a noun form. If the first form uses the verb form, the second form must also use the verb form.

3) **Frugality**

Frugality means avoiding unnecessary use of words, phrases, or other forms unless they violate grammatical rules and change their meaning.

4) **Accuracy**

Effective sentence accuracy is intended as a sentence that does not evoke multiple accurate meanings in word selection.

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[2]Kristy Dwi Pratiwi, *Students' Difficulties In Writing English (A Study At The Third Semester Students Of English Education Program)*, (Bengkulu: University Of Bengkulu 2012), 2.

5) **Cohesion**

Effective sentence consistency is intended as sentence statement consistency so that the transmitted information is not long and fragmented.

6) **Logical**

Logic means that the ideas in the sentence are reasonably accepted according to the current.[3]

Before writing, there are several steps you need to know to create the correct written text. These phases include:

a) **Prewriting**

In the pre-preparation stage, students try to express what they write. In this case, teachers can use a variety of strategies to help them select topics and set topics for writing. The writing theme determines the smoothness of the writing process. The topic should correspond to the student's interests and plans. To overcome this, teachers can work together through brainstorming to write topics that suit their interests and needs. In addition to brainstorming, this can also be done by reading and examining the written form.

b) **Drafting**

In this phase, students compile and develop the ideas they have collected through brainstorming activities into a rough draft. To help them generate ideas and develop their writing concepts, this can be achieved by providing a narrative structure diagram as a medium for expressing all their ideas. Don't hesitate, as they will be repaired, modified, and relocated later.

c) **Revising**

In the improvement phase, students look back at what they have written and add, replace, or remove ideas related to working on the structure of the story they are writing.

d) **Editing**

Editing is the phase in which the text is completed before it is published. At this stage,

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[3]Parto, K*alimat Efektif dan Pengajarannya di Smp/Mts pada Era Global*, (Universitas Jember:jurnal bahasa dan sastra indonesia 2017), 247.

students correct mechanical errors related to spelling and punctuation.

e) Publication

After going through all the phases, the final phase is the release phase. Students publish texts through a variety of story-writing activities. This activity can be done through assignment assignments for reading essay results and paste them in front of school wall journals and classes.[4]

Based on the variety, writing may be divided into two, specifically actual writing and imaginary writing. Factual writing is writing that ambitions to offer information, and inform something in keeping with real facts, whilst imaginary writing is writing that ambitions to entertain, stir the hearts of readers, and is the writer`s fiction. In general, writing may be grouped into 4 types, specifically narrative, description, exposition, and argumentation.[5]

1) Narrative

The narrative is the textual content that tells approximately an occasion or activity primarily based totally on a series of times. The narrative textual content includes fiction and non-fiction tales. Fiction tales are unreal tales together with quick tales, novels, and comedian tales. Non-fiction tales are proper/proper tales together with diaries (diaries of a person), tales of prophets and apostles, tales of friends, and so on.

2) Description

The description comes from the Latin phrase (describere) because this that to put in writing approximately, or to show something. The descriptive textual content consists of matters that inform approximately something in an element so that it appears as though the reader can see, hear and sense the tale for themselves. So, description is writing that ambitions to offer the reader an influence of an object, idea, place, and occasion.

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[4] Dadan Djuanda, *Strategi Pembelajaran Menulis dengan Model Proses Menulis dan Penilaian Portofolio di kelas V SDN Sindangraja*, (Sumedang: Universitas Pendidikan Indonesia 2020), 8.

[5] Sri Lestari*, Upaya Meningkatkan Keterampilan Menulis Siswa dengan Pendekatan Kontekstualpenelitian Tindakan Kelas di Kelas Iv Sekolah Dasar Negeri 04 Wonogiri*, (Surakarta: Universitas Sebelas Maret 2009), 3.

3) Exposition

Exposition comes from the phrase Expose because this explains something. Exposition textual content is a textual content that informs a theory, technique, tips, or commands in an article. Exposition writing ambitions to explain for, explain for, deliver information, train, and explain for something without being followed via way of means of an invite or urging so that the reader accepts or follows it.

4) Argument

Argumentation is textual content whose contents explain something to make the reader agree with or agree with. This paragraph needs to encompass proof or facts (facts) for others to agree with. Argumentation writing ambitions to deliver an opinion, concept, or written opinion to the reader. To persuade the reader that what's conveyed is proper, the writer consists of proof and examples that persuade the reader.[6]

b. **Students' Writing Problems**

Writing in English is not an easy thing for students. It requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students progress, they are increasingly expected to be able to express what they know about various subjects through writing. If a student fails to develop certain basic skills, the student will not be able to write with the required speed and fluency. For a student who has writing problems, the learning process will be disrupted. Students face with such difficult opportunities have difficulty staying motivated. The basic thing that makes writing difficult is the use of aspects of language skills in writing such as punctuation, spelling, grammar, vocabulary, etc.[7] Some of the problems that hinder students in writing are:

1) Students often have difficulty in writing words arranged into paragraphs, expressing their ideas, language in grammatical sentences, coherence, cohesion, and so on.

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[6] Fransiskus Tri Subakti, *Pengembangan Materi Menulis Narasi, Deskripsi, Eksposisi, dan Argumentasi untuk Siswa Kelas XI SMK Marsudi Luhur*, (Yogyakarta: Universitas Sanata Dharma 2010), 25.

[7] Kristy Dwi Pratiwi, *"Students' Difficulties In Writing English (A Study At The Third Semester Students Of English Education Program,* (Bengkulu: University Of Bengkulu Academic Year 2011-2012), 3.

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They are still low in using grammar, especially in simple past tense forms, and have fewer vocabulary lists. That is why students still find it difficult to express their ideas in written texts. For example, sometimes they have a lot of vocabulary but they find it difficult to express ideas which prevents students from building paragraphs.[8]

2) Establishing writing topics and ideas is one of the problems students often face when they want to start writing. This is usually both at the next level and at the paragraph level, in which the author must first decide on writing. It is the teacher's responsibility to improve their skills, especially their writing skills, so that they can write easily and creatively.[9]

3) They cannot write stories in English due to their limited background knowledge.[10]

4) Students also have difficulty pinpointing the direction, problem, or solution to the text of the story. They only think about how the story begins and ends.[11]

There are several internal and external problems for students, which are common in writing, namely:

1)   Internal Problems in Writing

    a) Grammar Problem

        Students have grammatical problems with subject-verb agreements, pronoun references, and connectors.

    b) Word Choice Problem

        Writing in a second language using the appropriate words in the appropriate place is a problem for students. The effort to impress the reader leads to a problem of diction.

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[8]Kristianilisma Vera Br Ginting et al., *Improving Students' Skill In Writing Narrative Text Through Animation Movie,* (Universitas Prima Indonesia: Linguistic, English Education and Art (LEEA) Journal 2019), 231.

[9] Mohammed Iqram Hossain, *" Teaching Productive Skills to the Students: A secondary Level Scenario,* (Bangladesh: BRAC University 2015), 24.

[10] Jenny Cole and Jay Feng, *"Effective Strategies for Improving Writing Skills of Elementary English Language Learners*, (Chicago: Chinese American educational research and Development Association Annual Conference 2015), 8.

[11]Putri Asilestari, *Improving Students' Writing Ability To Write Narrative Text Through Write Pair Share At X Grade Of Sman 2 Kuok,* (Journal Of English Language And Education: Universitas Pahlawan Tuanku tambusai 2018), 16.

c) Spelling Problem

Due to the influence of other languages, variant pronunciations, and other historical reasons, the English spelling system which has become inconsistent is complex for students.

d) Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, topics, and headings. The problems occur because of the difficulty to classify nouns as proper and common nouns.

e) Content Problem

Learners of English as a second or foreign language also face problems in exploring ideas and thoughts to communicate with others.

f) Problem Organization

Learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse, differentiating a topic and supporting ideas or generalizations and specific details.

2) External Problems in Writing

a) Lack of Knowledge about the Stages of Writing

Children may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. A memory problem may manifest itself in a child's writing as poor vocabulary. many misspelled words.

b) Lack of Student Motivation

Writing assignments can thrive when students' attention and interest are recognized, when they are given many opportunities to write, and when they are encouraged to become participants. This means that students will be encouraged to write if the writing task motivates and keeps them interested.

c) Insufficient Time

Learners need time to gather ideas, organize their ideas, write drafts, read the evidence, and rewrite.

d) Lack of Practice

Not doing or practicing something so that one's skills are not as good as they used to be.[12]

In writing activities, students who experience grammar teaching usually have an advantage over students who lack adequate grammar knowledge. Students who have poor knowledge of grammar have difficulty in academic writing. On the other hand, students with good grammar knowledge will easily understand the meaning behind the sentences. One of the most difficult aspects of teaching a writing class is keeping students motivated and excited to write.[13]

A Teacher as a source of knowledge is required to be able to transfer their knowledge to students by using a variety of knowledge or methods and tools that can help achieve a learning activity, which in this case is the use of a variety of strategies, suitable and appropriate to apply. to students. student. The existence of learning strategies can make it easier for teachers to convey material so that the teaching and learning process can take place as expected. In the learning strategy four elements need to be considered, namely:

1) Determine what specifications and qualifications change student behavior and personality and how to do it. Achieved and become the target of learning activities based on the aspirations and views of the community.

2) Choose the main learning approach system that is considered the most appropriate to achieve the target so that it can be used as a guide for teachers in carrying out their learning activities.

3) Select and establish procedures, methods, and learning techniques that are considered the most effective and efficient to serve as guidelines for teachers in carrying out their duties.

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[12] Hanna Novariana, Sumardi And Sri Samiati Tarjana, *Senior High School Students' Problems In Writing A Preliminary Study Of Implementing Writing E-Journal As Self Assessment To Promote Students*, (Sebelas Maret University: journal English language and literature international conference 2018), 216.

[13] Okke Noviana, *The Effective Use Of Edmodo in Writing a Narrative Text in Senior High School,* (Journal Jurisdiction Responsibility: Tanjungpura University 2015), 4.

4) Establish norms and minimum success thresholds or criteria and measures of success as guidelines for teachers in evaluating learning outcomes which will then be used as feedback for the improvement of the overall learning system.[14]

Furthermore, in teaching writing, the teacher's task is not to transfer knowledge from the teacher to students, but also requires skills. Teachers need to guide students in understanding how to write and choosing the right words to use in paragraphs of text. As teachers, we must find ways to help our students determine their priorities and then agree on what to focus on in learning to write. In teaching writing, students are trained systematically through writing exercises from basic to advanced levels. By practicing writing, students are also able to explore the ideas that are in their minds in written form. As a teacher, we must be able to train and guide students to make good writing. Not only learn how to make good writing ideas, but students also have to know how to make their writing better than before.

2. **Definition of Narrative Text**

Narrative text is one of the important types of text in English learning materials. The narrative text is a story that tells the reader about what he has known and experienced, to feel the event, which will make an impression on the heart.[15]Narrative text consists of fiction and non-fiction stories. Fiction stories are stories that are not really like short stories, novels, and comic stories. Non-fiction stories are real/true stories such as diaries (a person's diary), stories of prophets and apostles, stories of friends, and so on. Usually, there are moral values that can be learned at the end of the story. Furthermore, the narrative text aims to entertain the public with events, legends, or imaginative stories. It is also meant to instill moral values into the story. [16]

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[14] Dewi Nashri Hasan And M. Sayid Wijaya, *Storyboard In Teaching Writing Narrative Text,* (Lampung: jurnal tadris bahasa inggris 2016), 264.

[15] Nina Widyaningsih, *Keefektifan Penggunaan Media Vlog (Video Blogging) dalam Keterampilan Menulis Teks Narasi Siswa Kelas VII Smp Negeri 2 Gamping*, (Universitas Pgri Yogyakarta: Jurnal Skripta 2019), 14.

[16]Firdaus Habibi, Ismalianing Eviyuliwati and Sunardi Kartowisastro, *The Effect Of Reflective Journal Writing On Students' Writing Ability Of Narrative Text,* (Syarif Hidayatullah State Islamic University Jakarta: Jurnal advances in social science, education, and humanities research 2017),17.

a. **The types of narrative text**

Here are some examples of different types of stories that share distinctive features:

1. Legend

A legend is a narrative of human actions that are perceived both by the teller and listeners to take place within human history. Typically, a legend is a short, traditional, and historicized narrative performed in a conversational mode. Some define legend as a folktale. Example of legends in the narrative text is The legend of Surabaya name, The legend of Tangkuban Perahu, The story of Toba lake, etc.

2. Fable

A fable is a short allegorical narrative making a moral point, traditionally using animal characters who speak and act like human beings. Example of fables in the narrative text is Mousedeer and crocodile, The smartest Parrot, and The rabbit and the turtle.

3. Fairytale

The fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. Example of fairy tales in the narrative text is Cinderella, Snowhite, Pinocchio, etc.

4. Fantasy

A kind of story that tells a fantasy or something that doesn't exist, but only exists in the mind and thoughts.

5. Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, and A Space Odyssey by Arthur C. Clark.[17]

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[17] Intan Karolina, *Teaching Narrative Text In Improving Writing To The Tenthgrade Students Of Sma Negeri 1,* (Pemalang: Universitas Negeri Semarang 2006), 23.

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For the implementation of storyboard media, the type of narrative text used by the teacher at MTs Miftahul Huda is using the fable type. Fables can be divided into 2 types, namely classic fables, and modern fables. Classical fables are fictional stories about animals that have existed since time immemorial, even though the exact time of their appearance is unknown. This story has been passed down from generation to generation orally. Modern fables are fictional stories about animals that appeared in relatively recent times. Usually, it has been in the author's books or written in a magazine or article on a website. Teachers at MTs Miftahul Huda usually use modern fables for the application of storyboard media. Because modern fables are believed to be able to attract students' attention because the stories are more modern and more diverse.

b. The language features of narrative text

It can be concluded that Narrative text is used to entertain readers and listeners. That narrative has several linguistic features as listed below:

1. Specific individual participants with defined identities. The main participants are humans, or sometimes animals with human characteristics.
2. Mainly use action verbs (material processes), which describe what is happening.
3. Usually use past tense.
4. Dialogue often uses several verbs (verbal processes) such as saying, asking, and answering. The tense can change to the present or the future in the dialogue.
5. Descriptive language is used to enhance and develop the story by creating a picture in the reader's mind.
6. Can be written in first person (me, we) or third person (he, she, they).[18]

Four linguistic characteristics are commonly used in narrative texts:

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[18]Thyrhaya Zein et al., *The Incomplete Linguistic Features And Schematic Structure In Efl University Students' Narrative Texts The Incomplete Linguistic Features And Schematic Structure In Efl University Students' Narrative Tex*t, (Universitas Sumatera Utara Medan: Journal of Education, Teaching and Learning 2019), 206.

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1. The sentences in the narrative text use the past tense. The past tense is used to say a completed action that happened in the past. Verbs in the simple past tense usually use a second verb such as go, ran, make, say, etc.
2. The narrative uses adverbs and adverb phrases.
3. The narration uses action verbs in the form of simple past tense. For example, stay, climb, jump, etc.
4. The narrative uses certain nouns for pronouns of people, animals, or other nouns in the story, for example, stepbrother, housework, etc.[19]

3. Storyboard learning media

A Storyboard is a design sketch that is neatly arranged and has a sequence according to the story script. The main function of the storyboard is to make it easier for users to understand the storyline. The way to make the right storyboard is to determine the idea, create a timeline, prepare the template, insert pictures and scene details in the template, and carry out the testing and revision stages.

a. Definition of media

Media is an intermediary in the form of physical tools used by teachers to convey the contents of teaching materials. The physical equipment in question is in the form of books/modules, tape recorders, cassettes, video recorders, video cameras, television, radio, films, slides, photos, pictures, computers, and others. This can help teachers in learning so that learning is not fixated only on the material delivered orally by the teacher. Media (plural) serves to help the effectiveness of learning because students get new experiences, facilitate students in learning activities, and can convey material or information to students so that students gain knowledge, skills, and attitudes from the media used. In addition, students are also required to be able to use the media properly and correctly to add insight and broader knowledge. The components of the storyboard consist of titles, subtitles, visuals, audio, dialogue, and properties. The way to make the right storyboard is to determine the idea, create a timeline,

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[19]Hedwigis Rosario Iswari Hastrianda, *Students' Perceptions On The Use Of Videos In Learning Narrative Texts*, (University Sanata Dharma: Yogyakarta 2018), 14.

prepare the template, insert pictures and scene details in the template, and carry out the testing and revision stage.

The benefits of the media can be seen from several aspects as follows:

1) In terms of the content of the idea or message being taught, the use of the media is to present things that normally cannot be presented due to various reasons, for example, it is too broad, wide, narrow, small, dangerous, complex, past, or has not yet happened.

2) Judging from the number of admissions (students, the public, and so on), the media is useful for contacting many people, far more than being distributed without the media.

3) The element of time through the media is widely disseminated a few moments after the occurrence of an event.

4) The relationship of elements with psychological elements of the recipient. Good media can add a dramatic or realistic impression so that people who receive it are more attentive, more trusting, or more emotionally shaken.[20]

The use of learning media is divided into two patterns, namely the use of media in teaching and learning situations in the classroom or room (such as the auditorium) and the use of media outside the classroom. In the context of its use in the classroom to support the achievement of certain goals. The use of learning media in the classroom must pay attention to the following steps:

1) Teacher preparation In this step the teacher sets the goals to be achieved through the learning media in connection with the lesson (material) which will be explained along with the delivery strategies.

2) Class preparation In this step is not only preparing equipment but also preparing students in terms of assignments.

3) Serving presentation of learning media according to its characteristics.

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[20] Sahurrudin, *The effort to improve students' writing skill through serial pictures of class III,* (SDN 7 Montong Baan: Lombok Timur 2017), 94.

4) Follow-up steps and application: after the presentation, there needs to be learning activities as a follow-up.[21]

In other words, the media is a different type of component in a student's environment that can stimulate the student's learning mind. By using the media, students can deepen their understanding by directly facing the media they use. The media also offers a variety of different learning experiences to further increase students' interest in learning. The purpose of using media is for teachers to easily convey a message to students so that they can understand the message quickly and accurately.[22]

b. **The advantages and disadvantages of storyboard media**

A Storyboard is a medium that can be used in a learning context by combining images with text, which can make students creative and innovative. A storyboard is a set of boxes arranged in a logical order, each box containing an image, symbol, and/or short text that conveys the events or meaning of the story. Images in storyboards can be photos, simple cartoons, drawings, or sophisticated technical diagrams. As a pre-writing activity, storyboarding can improve students' planning in describing events from the story to be narrated, expand linguistic resources, help them remember words, and generate ideas for writing to produce interesting and motivating writing. In addition, storyboarding can also be used as an alternative technique to support students with writing problems.[23]

The use of storyboards can motivate students to develop their writing skills, which begins with outlining the form of an image and then develops it into a paragraph. This storyboard involves reading, writing, and illustration. With storyboards, teachers can convey story ideas to students more easily

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[21] Haryanto, *Upaya Meningkatkan Kemampuan Membaca dan Menulis Permulaan dengan Media Gamb*a, (Wonogiri: Universitas Sebelas Maret Surakarta 2009), 52-53.

[22] Ella Subekti, *Peningkatan Keterampilan Menulis Teks Narasi Dengan Menggunakan Media Gambar Pada Siswa Kelas VII Smp N 1 Baturaden*, (Jurnal Metafora: Purwokerto 2018), 20.

[23] Marwa F. Hafour and Al-Shaimaa M. Al-Rashidy, *Storyboarding Based C9llaborative Narrative on Google Docs: Fostering EFL Learners' Writing Fluency, syntactic Complexity and overall performance*, (Jaltcalljournal: Egypt 2020), 125.

because the teacher can lead them to follow the picture, to produce a coherent story.[24]

Applying the Story Board in the process of learning to write, there are several advantages that teachers and students can get, such as:

1) By using the Story Board students can convey the meaning of a story in chronological order.
2) Demonstrating their understanding of the material by retelling the story through a combination of words and images.
3) This can be an alternative way that teachers can use for students who are struggling with literacy and writing skills.

And the disadvantage of storyboard media is its inability to show camera movements, along with optical effects, such as blurring (Blur, solving). However, every problem has a solution. The easiest solution is to use text and schematic drawings to describe what cannot be described. In addition, there are several techniques that illustrators use to show camera movement and wider space. In addition, what also needs to be considered is the border of a storyboard (frame\frame). The goal is to show the selected point of view of the entire space.[25]

Teachers can use storyboards in the teaching process as a learning technique. For example, storyboarding improves student organization, time management, and planning, because it allows students to organize ideas and imagine them before students write them down using words. Storyboards also allow students to use different reading strategies such as previewing, visualizing, illustrating, summarizing, understanding sequences, identifying main ideas and details, identifying important information, and more.[26] The use of storyboard media can explain the plot or narrative of the story. The storyline is broadly starting from the beginning, middle,

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[24] Umi Khulsum, Yusak Hudiyono And Endang Dwi Sulistyowati, *Pengembangan Bahan Ajar Menulis Cerpen Dengan Media Storyboard Pada Siswa Kelas X Sma,* (Jurnal Diglosia: Universitas Mulawarman 2018), 1—12.

[25] Dinda Sari Utami, *Improving Students' Critical Thinking In Writing Through Group Investigation Strategy Assisted By Digital Story Board Media*, (Medan: University of Muhammadiyah Sumatera Utara 2019), 13.

[26] Firza Khaira Maulida, *The Effect of Storyboard Technique on Reading Narrative Text Ability of Second Year Students of Sman 9*, (Pekanbaru: Universitas Pekan 2018), 3.

the end. The media can also clearly explain some of the visual layouts in each scene that are executed.

From the explanation above, it can be concluded that the storyboard is a design sketch that is neatly arranged and has a sequence according to the story script for content development needs. The main function of the storyboard is to make it easier for users to understand the storyline of the script presented. The components of the storyboard consist of titles, subtitles, visuals, audio, dialogue, and properties. The way to make the right storyboard is to determine the idea, create a timeline, prepare the template, insert pictures and scene details in the template, and carry out the testing and revision stages.

c. **Steps to implement storyboard in writing narrative text**

a) **Implementation Theory**

Implementation theory comes from the English "implement" which means to carry out. [27] Implementation theory comes from the English "implement" which means to carry out. Implementation is the process of applying ideas, concepts, policies, or innovations in practical actions to have an impact in the form of changes, knowledge, skills, values, and attitudes. Implementation can also be defined as the action or execution of a well-thought-out and detailed plan, usually carried out after planning that is considered perfect. [28]

From the explanation above, it can be concluded that Implementation is a planned activity, not just an activity, and carried out seriously based on the reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone but is influenced by the next object, namely the curriculum. Curriculum implementation is the process of implementing new ideas, programs, or activities with the hope that others can accept and make changes to learning and obtain the expected results. Researchers argue that implementation is an action carried out in a plan and with a predetermined purpose. The implementation in this

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[27] E. Mulyasa, *Implementation of the Education Unit Level Curriculum, Jakarta,* (Bumi Aksara 2013), 56.

[28] Nurdin Usman, *Context of Curriculum-Based Implementation*, (Grasindo: Jakarta 2002), 70.

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research is implementation, the application of teachers in learning to use the media.

Factors Affecting Implementation The success of implementation is influenced by two major variables, namely the content of the policy and the implementation environment (context of implementation). Variables of this policy content include: [29]

1) The extent to which the interests of the target group are contained in policy content.
2) Types of benefits received by the target group.
3) The extent to which the desired change from a policy.[30]

b) **Steps to apply storyboard media**

Using storyboard media, students are guided to write a story of a story according to a given image, and each image can be given a word or phrase as an instruction. Here are the steps to apply the storyboard technique when teaching how to read the story text: [31]

1. Students read and understand examples of narrative text assignments given by the teacher.
2. Students are divided into 6 groups to do the task
3. Then the group discussed their task.
4. Students will be given 30 minutes to write a narrative text based on the picture.
5. After that, the representatives of the group read the results of their assignments in front of the class.

The storyboard technique is one of the strategies aimed at learning to write narrative texts. The storyboard technique is expected to bring a new atmosphere and also a new enthusiasm for learning to make it easier for students to write narrative texts. In addition, this technique is expected to motivate students in expressing art and make it easier for students to come up with ideas with a unified meaning. Researchers also want to prove

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[29] Guntur Setiawan, *Implementation in the Development Bureaucracy*, (Balai Pustaka: Jakarta 2004), 39

[30] Lucie Cerna, *The Nature of Policy Change and Implementation: A Review of Different Theoretical Approaches,(*Analyst: OECD 2013), 7.

[31] Tria Afiyanti, *The Effectiveness Of Using Storyboard Technique On Students' Reading Comprehension Of Narrative Text,* (Jakarta: University Syarif Hidayatullah 2016), 18.

whether this storyboarding technique can improve students' ability in writing narrative texts or not.[32]
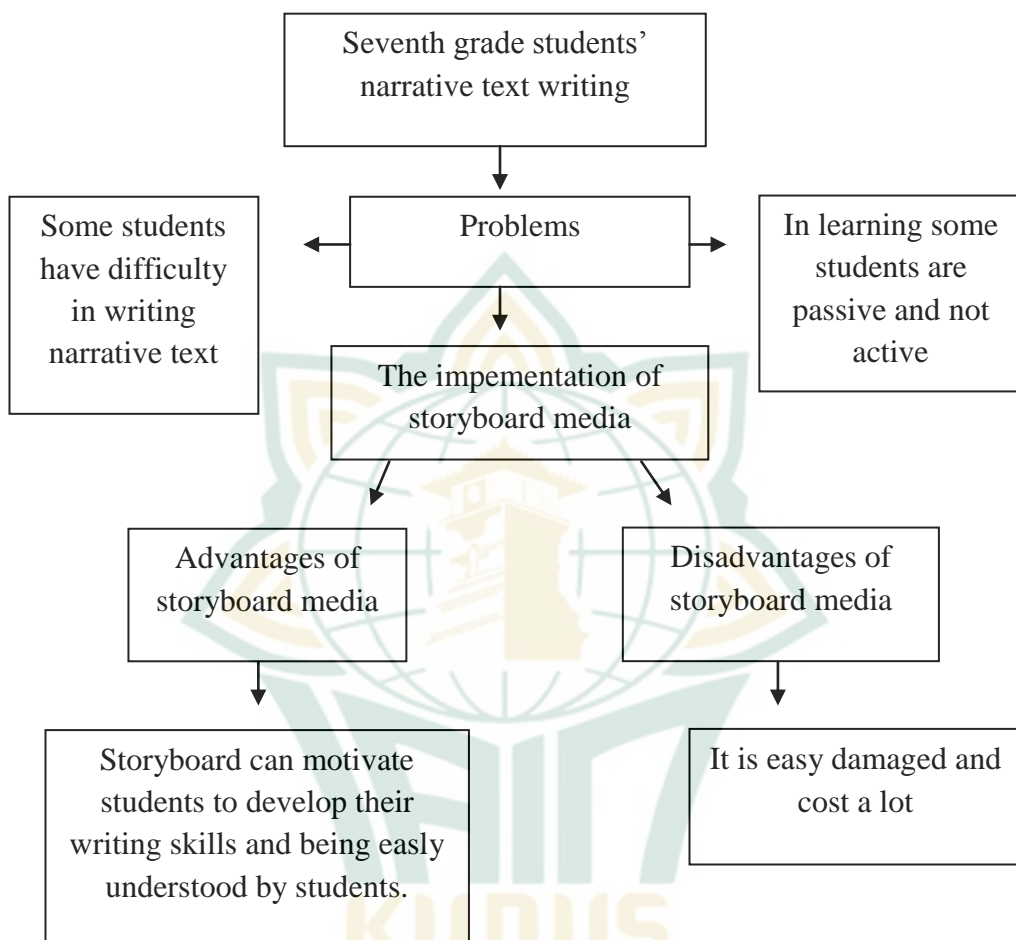
B. Theoretical Framework

This section discusses the synthesis of the explanations of related theories in the previous sub-chapter, and their relevance in supporting this research, to answer the Research Problem Formulation, namely Identifying how storyboard media can improve the ability of seventh-grade students at Mts Miftahul Huda toward narrative text learning materials. As stated in previous research, researchers must understand the principles that become the theory in this discussion. Writing is a very important skill to master, including for students. Because by writing, students can develop themselves by expressing the ideas that are in their minds. The narrative text is chronological writing that tells the events in a coherent way which can be in the form of fairy tales, myths, folk tales, animal stories, and so on. While writing a narrative text is an activity to express ideas in the form of a chronological story. As discussed above, there are several problems faced by students in writing narrative texts, one of which is that the media used by the teacher is less attractive.

The researcher believes that learning using storyboard media is an effective approach to be applied in the English learning process, especially in writing narrative texts. Students with problems related to monotonous learning and lack of motivation. Learning using storyboard media is a type of media that can be used to motivate students to develop their abilities in writing narrative texts according to the given storyboard. In the process of using storyboard media, the teacher guides students to do their work according to the storyboard given, after which the results of their work are presented in front of the class. Giving them the freedom to complete assignments, will make students more active in the learning process. Learning using storyboard media also attracts students' interest, and increases their confidence in writing.

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[32] Nur Setya Pamuji Asih, *Keefektifan Teknik Storyboard Terhadap Pembelajaran Menulis Naskah Drama Siswa Kelas Xi Sman 1,* (Depok: Universitas Negeri Yogyakarta 2014), 24.

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The theoretical framework above can be designed as follows:

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                    ┌─────────────────────────┐
                    │   Seventh grade students'│
                    │   narrative text writing │
                    └─────────────────────────┘
                                 │
                                 ▼
┌──────────────┐      ┌──────────────────┐      ┌─────────────────┐
│ Some students│ ◄─── │     Problems     │ ───► │ In learning some│
│ have difficulty│    └──────────────────┘      │   students are  │
│ in writing   │              │                  │ passive and not │
│ narrative text│             ▼                  │     active      │
└──────────────┘      ┌──────────────────┐      └─────────────────┘
                      │ The impementation of│
                      │   storyboard media  │
                      └──────────────────┘
                         │            │
                         ▼            ▼
              ┌──────────────┐  ┌──────────────────┐
              │ Advantages of│  │ Disadvantages of │
              │storyboard media│ │ storyboard media │
              └──────────────┘  └──────────────────┘
                     │                   │
                     ▼                   ▼
        ┌──────────────────────┐  ┌──────────────────┐
        │ Storyboard can motivate│ │It is easy damaged│
        │students to develop their│ │  and cost a lot  │
        │writing skills and being │ └──────────────────┘
        │easily understood by     │
        │students.                │
        └──────────────────────┘
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This research is entitled " The implementation of storyboard media to improve the seventh-grade students' narrative text writing at mts miftahul huda sumberrejo jepara". This study aims to find out how the implementation of storyboard media in class VII at MTs Miftahul Huda Sumberrejo. In addition to knowing the extent of the implementation of storyboard media, this research can be useful for the process of learning English in the classroom. The theory used as the basis of this research is the implementation theory proposed by Thomas B. Smith. Based on this theory, is influenced by four variables, namely the idealized policy, the target group, the implementing organization, and environmental factors. This study uses a qualitative approach with a survey method. The informant

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selection technique used Proportional Random Sampling, then data collection using questionnaires and observation.

C. Review Of Previous Study

There are some studies discussing the related topic to this research were conducted by other researchers. The previous studies below are to give gaps and differentiation with the upcomimg research.

1. Dewi Nashri Hasan and M. Sayid, *Storyboard in learning to write a narrative text.*[33]

This Study aimed to reveal that effect of applying storyboard media. The case study determines that the effectiveness of using storyboard media in improving their writing skills, developing their creative thinking, and improving their presentation skills.

The difference betwen this research and upcomimg research is in analyzing data. The study by Dewi Nashri Hasan and M. Sayid has used quantitave data in analyzing data. While the data analysis that will be carried out is qualitative approach. The similarity between this research and the upcomimg research is that both of the studies discuss storyboard media in learning to write a narrative text.

2. Hardina Durrotun Ni'mah, *Using Storyboard In Teaching Writing Of Narrative Text For Eight Graders Of Smpn 13 Surabaya.*[34]

This study aimed to teach writing through the use of storyboard media. The study also aims to give a better understanding of the usage media storyboard in writing narrative text. The difference between this research and the upcoming research is in the collection of data. The study by Hardina Durrotun Ni;mah used through observation, written assignments, and questionnaires. While upcoming research in collecting data is observation, interviews, and documentations. And the similarity between this research and the upcomimg research is that focused on the application of storyboard media in narrative text writing activities and knowing students' writing results in the application of storyboards.

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[33] Dewi Nashri Hasan and M. Sayid Wijaya, Storyboard in Learning to Write Narrative Text, (English Education: Jurnal Tadris Bahasa Inggris 2016), 262-275.

[34] Hardina Durrotun Ni'mah, *Using Storyboard In Teaching Writing Of Narrative Text For Eight Graders Of Smpn 13 Surabaya*, (Universitas Surabaya: Jurnal Unesa 2014, 1-6.

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3. Tyas Dwijayanti, *Effectiveness Of Story Board Techniques In Learning To Write Narrative Students Of Class VIII Smp Negeri 1 Kemranjen Banyumas.*[35]

This study aimed to determine the impact of using storyboard media on students' writing skills. In addition, it also encourages students' responses to the application of the use of storyboard media which makes them more motivated, happy, and confident to write narrative texts. It can be concluded that the application of storyboard media succeeded in making students more confident in writing.

The difference between this research and the upcoming research is the focus of the study. The study by Tyas Dwijayanti is focused on the effectiveness of story board techniques in learning to write narrative text. While the focus of the upcomimg research is the students and teacher in the problem of writing narrative texts. The similarity between this research and the previous one is to prove whether the storyboarding technique is effective in teaching narrative writing.

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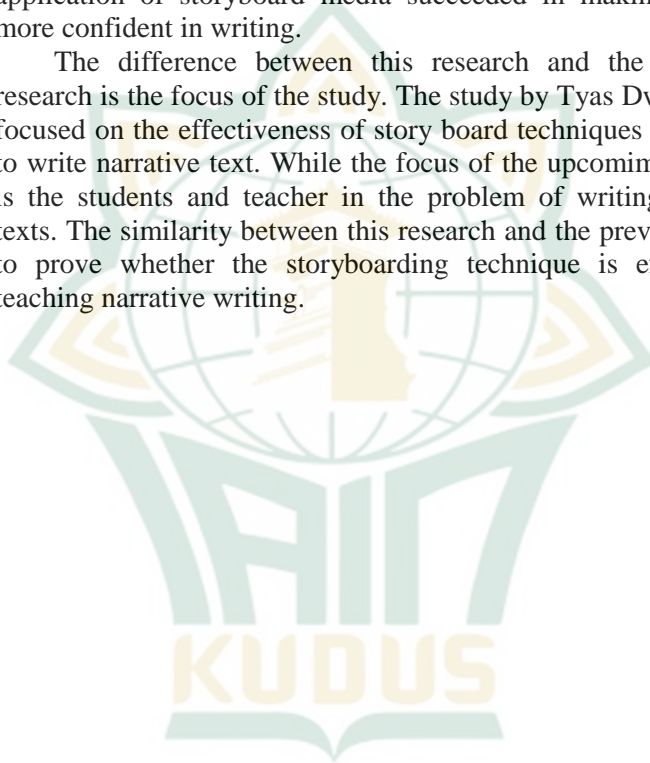
[35] Tyas Dwijayanti, *Effectiveness Of Story Board Techniques In Learning To Write Narrative Students Of Class Vii Smp Negeri 1 Kemranjen*, (Banyumas: Universitas Negri Yogyakarta 2012, 1.