# CHAPTER IV
# RESEARCH RESULTS AND DISCUSSION

## A. An Overview of Mts Miftahul Huda Sumberrejo
1. The History of The Establishment of Mts Miftahul Huda.

Mts Miftahul Huda Sumberrejo was founded in 2003 and is located on Jalan Walisongo no. 01 Sumberrejo, Donorojo sub-district, Jepara regency. At first, the formation of this Islamic educational institution started from a small meeting between the community and the village government. The meeting resulted in a decision that a school would be built in Sumberrejo village. The purpose of the establishment of Mts Miftahul Huda is so that children can continue their schooling to the next level and not be too far away in their school journey. Economic factors and geographical factors that are far from other institutions are the reasons for the founders of the foundation to establish this school.[1]

Learning activities here use various methods that are adapted to the material as well as the situations and conditions of students. Making lesson plans and syllabi must be carried out by referring to the existing curriculum, teachers must be prepared physically and mentally about learning material and determine learning objectives. This must be done so that learning is achieved optimally. And after carrying out the learning process educators must carry out evaluations, both through daily tests, and semesters, including English lessons. Evaluations are held to measure the extent to which they have improved the quality of learning as well as formulate alternative solutions to learning constraints that have the potential to hinder the development of student's abilities.[2]

The principle in advancing this school is the realization of students who are knowledgeable, faithful, and charitable according to Islamic teachings towards human beings with dignity and good morals, instilling faith and devotion to Allah SWT and also conducting learning and guidance effectively, skillfully, creatively, so that each student can develop. optimally, according to their potential. This is the vision and mission of Mts

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[1] Interview with HS7 The Principal, September 27, 2022 at the School Office, transcript.

[2] Interview with HS4 The Principal, September 27, 2022 at the School Office, transcript.

Miftahul Huda Sumberrejo. Because whatever the activities and processes are, the teacher must always refer to the vision and mission of the madrasa so that education can progress and develop as expected.[3]

2. School Identity.[4]
   School: MTS Miftahul Huda
   Status: Private
   Accreditation: B
   School Address: Jl. walisongo no. 01 Sumberrejo, Donorojo sub-district, Jepara regency.
   Year of Operation: 2003
   Principal Name: Hanif Saifuddin, S.Ag

3. State of Class.
   Class conditions at Mts Miftahul Huda Sumberrejo Jepara have 3 classrooms with very good conditions with a size of $8 \times 9$ $m2$ for each class, for class VII the number of male and female students is 31 students, for class VII there are 28 students, and for class IX as many as 29 students. [5]

4. Condition of Facilities and Infrastructure. [6]
   Facilities and infrastructure at Mts Miftahul Huda Sumberrejo Jepara can be seen in the table below:

**Table 4.1Facilities and Infrastructure at Mts Miftahul Huda Sumberrejo**

| No. | Room Type | Amount |
|-----|-----------|--------|
| 1. | Classroom | 3 class |
| 2. | Science Lab. Library Room | 1 piece |
| 3. | Bathroom | 2 piece |
| 4. | Islamic Prayer Room | 1 piece |
| 5. | Canteen | 1 piece |
| 6. | Parking Lot | 1 piece |
| 7. | Administrative room | 1 piece |

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[3] Interview with HS9 The Principal, September 27, 2022 at the School Office, transcript.

[4] Interview with HS8 The Principal, September 27, 2022 at the School Office, transcript.

[5] Observations about the state by researchers, September 20, 2022, observation 1, transcript.

[6] Documentation about the condition of facilities and infrastructure by researchers, September 20, 2022, documentation 1, transcript.

5. Class VII environment.

Class VII is the experimental class that will be used in research, located on the lower floor to the north, with a very neat layout, in front of class VII there are plants and flower pots cultivated by class VII students, and in-class VII there is 1 whiteboard, 1 fan, proper chair and table, 1 cupboard and there are posters of Indonesian heroes. [7]

## B. Research Results

In the research data, the researcher describes Mts Miftahul Huda Sumberrejo which includes the application of storyboard media in improving students' writing narrative texts in seventh grade Mts Miftahul Huda Sumberrejo, writing narrative texts for seventh-grade students and the advantages and disadvantages of storyboard media. The following is an explanation of the description of the research data:

**1. Data on the implementation of storyboard media to improve the ability to write narrative texts for class vii students.**

Based on the results of observations, interviews, and documentation that researchers conducted at Mts Miftahul Huda Sumberrejo, data were obtained about the application of storyboard media in improving writing narrative texts for seventh-grade students. Observations made by researchers in the field of teaching and learning activities in seventh grade Mts Miftahul Huda Sumberrejo were carried out by the teacher by applying storyboard media in teaching narrative text, where students became active and enthusiastic in participating in learning activities. Before teaching in class, the teacher prepares lesson plans and teaching materials. [8]

Storyboard media is a design sketch of a picture that is arranged sequentially according to the story script that has been made. The existence of this storyboard media makes students more enthusiastic and active in participating in learning. Before using storyboard media in writing narrative texts students were not enthusiastic and passive. Then the storyboard media is applied so that students are active in class. The media is a learning model that

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[7] Observations about the class VII environment by researchers, September 20, 2022, observation 1, transcript.

[8] Observations about the application of storyboard media in improving the ability to write narrative texts of class VII students by researchers, September 20, 2022, observation 1, transcript.

is considered suitable for use in teaching writing so that students are active in learning. Students become active because in this system we invite students to be creative and innovative in writing narrative texts. This will ultimately make students active in practicing writing and innovative in contemplating their ideas. So that this storyboard media can be applied properly in the classroom.[9]

Based on interviews with school principals and the curriculum section of Mts Miftahul Huda Sumberrejo, storyboarding is used in teaching writing narrative texts in seventh grade. Using storyboard media in writing narrative texts makes students active and enthusiastic. Students who were previously passive in learning, are now progressing. Because they are encouraged to be more innovative and active in front of the class. As expressed by the head of Mts Miftahul Huda Sumberrejo:

"Behind the storyboard media, it can attract students' attention so that it can foster learning motivation in writing narrative texts and students do more learning activities, because they not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, etc." [10]

In English learning, seventh-grade Narrative Text material is on Tuesday 27 September 2022, with the first and second hours from 07.00 to 08.30 WIB. Time allocation 2x45 minutes. In carrying out the learning process using storyboard media, there were several stages carried out by Mrs. Eli, including:

Based on field research from the results of interviews, observation, and documentation, the researcher found several findings regarding the application of storyboard media in improving students' ability to write narrative texts. In the interview process, observation, and documentation were carried out on Tuesday 27 September 2022 in class VII Mts Miftahul Huda Sumberrejo. [11]

In learning English, Narrative Text material is taught on Tuesday, 27 September 2022, with the first and second hours

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[9] Interview with EM1 The English teacher, interview by the researcher, September 27, 2022, transcript.

[10] Interview with HS2 The principal, interviewed by the researcher, September 27, 2022, transcript.

[11] Observations about the Implementation of Storyboard Media to Improve the Ability to Write Narrative Text for Class VII Students by the researcher, September 27, 2022, observation 2, transcript.

from 07.00 to 08.30 WIB. Time allocation 2x45 minutes. In carrying out the learning process using storyboard media, there are several stages carried out by the English teacher, including:

1.  Planning

    Preparation or planning is very important to achieve goals in a lesson. As with any learning activity in general, planning to use storyboard media in writing narrative texts in class VII Mts Miftahul Huda Sumberrejo aims to make the implementation of learning run smoothly and these activities can be achieved properly. Mrs. Eli said that the preparatory stage in applying storyboard media in writing narrative texts was compiling lesson plans and preparing the required learning media such as LKS and storyboard media tools. [12]

2.  Practice

    At this practical stage, he carried out learning activities that referred to the 2013 curriculum, with details of the activities as follows:

    a.  Opening Activities

        The researcher observed that before starting the lesson Mrs. Eli entered the class with greetings, after that she checked the student attendance data and read Bismillah together to start learning.

    b.  Core Activities

        Narrative text writing activities using storyboard media. Starting with motivating students to be enthusiastic about learning, then Mrs. Eli gave an example of how to make storyboard media and gave examples of what storyboard media would look like. Then he wrote the material on the blackboard and explained the materials used in making storyboard media. Then give assignments to students to make media storyboards in groups. After that, the students were divided into 6 groups and each member consisted of 5 people. The next system is Review (Repeat), Miss Eli corrects some of the wrong words in student writing and asks questions to students regarding the material. Then representatives from the group explained their task in front of the class.

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[12]Interview with EM3, The English teacher, interview by the researcher, September 27, 2022, transcript.

c. Closing Activities

Closing in learning activities at Mts Miftahul Huda Sumberrejo, namely the teacher invites students to improve the assignments they are working on and asks students about their difficulties in doing assignments.

3. Evaluation

Evaluation is carried out at the last stage after the teaching and learning activities are completed. Mrs. Eli performs assessments such as assignments or gives daily tests. To find out how well students understand the material being taught, they usually provide exercises at the end of class.

Based on the results of observations, interviews, and documentation that researchers conducted on September 27, 2022, data were obtained about the application of storyboard media in writing narrative texts which aim to make students active and interact with each other in class. The application of storyboard media is quite optimal, but there are still some students who are left behind in learning, therefore it needs to be developed again in subsequent meetings so that students understand more. Learning is carried out according to the RPP which has three stages. [13]

**2. Data on Data on the seventh grade students problem in narrative text writing at Mts Miftahul Huda Sumberrrejo.**

Based on the observations of students writing narrative texts, the students' writing results were optimal. However, some students still feel that writing narrative text is difficult and boring. That's why they still use tenses, clauses, verbs, pronouns, and commas incorrectly. As stated by Miss Eli: Students sometimes do not realize their mistakes due to ignorance of grammar. They sometimes have a lot of trouble using the past tense of the verb. Lack of vocabulary also affects students to improve their sentences such as the difference between regular and irregular verbs. Mrs. Eli overcomes these obstacles by making learning as interesting as possible so that students are interested and active in learning. Therefore the existence of storyboard media can attract students' interest, including making them more enthusiastic about

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[13] Observation about the Implementation of Storyboard Media to Improve the Ability to Write Narrative Text for Class VII Students by researchers, September 27, 2022, observation 2, transcript.

learning to write narrative paragraphs because of storyboard media. [14]

When researchers observe classroom learning, some students find it easier to express the ideas that are in their minds when using storyboard media. But some students are difficult to manage, do not want to do assignments, and cause noise in class, So some students feel disturbed. As explained by the vice principal: "Many obstacles were encountered during the learning process, for example, what is often encountered is noisy students, they don't pay attention to what the teacher explains in front of them, they are busy themselves. Usually, they talk to friends who are on the right and left. An educator needs to master techniques for handling noisy students, therefore the English teacher has the idea to provide interesting media at every teaching meeting. One of them is this storyboard media." So to deal with students like that, The teacher must approach the student and ask questions about the material that has been explained. Every teacher must have obstacles when teaching. The teacher must also be able to overcome obstacles when teaching. If students have different characters, the teacher must understand the character of each student so all students pay attention to learning and are active in class. [15]

Based on the results of observations in the class taught by Mrs. Eli, there are also other obstacles, namely students who are still in the category of not mastering vocabulary. So that the words they master in English are still lacking. And the solution is to ask that each student is required to memorize vocabulary in English, especially adjectives so that later when there is teaching at the next meeting they won't be confused anymore. [16]

From the results of observations, interviews, and documentation, there are several obstacles and solutions to the application of storyboard media in writing narrative texts for grade seven Sumberrejo, namely, first, there are still some students who feel that writing narrative texts is difficult, and boring. That's why they still use incorrect tenses, clauses, verbs, pronouns, and commas. Students sometimes do not realize their mistakes because

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[14] Observations about students writing narrative texts by researcher, October, 11, 2022, Observation 4, transcript.

[15] Interview with S5 The Vice Principal , interview by the researcher, September 27, 2022, transcript.

[16] Observations about students' constraints in writing narrative texts by the researcher, October 11, 2022,  observation 4,  transcript.

of ignorance of grammar. They sometimes have a lot of trouble using the past tense of the verb. To overcome these obstacles by making learning as interesting as possible so that students are interested and active in learning. Second, the character of students is different, so the way to deal with it is that the teacher must be able to understand the character of students and create a comfortable learning atmosphere in the classroom. Third, the absorption of students, the absorption of students is different, the teacher must motivate students with low absorption to learn and give them more time to understand. Fourth, for students whose vocabulary is lacking, the teacher asks each student to memorize English vocabulary. This obstacle is evidenced by student test scores. [17]

3. **The advantages and disadvantages of storyboard media in writing narrative texts in seventh grade mts miftahul huda sumberrejo.**

Based on the observation of the advantages and disadvantages of storyboard media, There are several advantages of storyboard media, namely: in terms of capturing student learning faster in responding and more arousing enthusiasm for learning both in the teacher and the students themselves, storyboard media is easy for teachers and students to make for the learning process in class, storyboard contains sketches of sequential drawings according to the script, making it easier to understand storylines and storyboard media can foster creative and innovative traits in students. [18]

As Miss Eli said: "In using storyboard media the advantages found are that it can motivate and activate students in learning, can be used and easily understood by students, easy to make and assemble for the learning process in class, and suitable for English subjects, especially narrative text material."

Therefore, the existence of storyboard media can make it easier for students to understand the storyline and can foster creative and innovative traits in students. In addition, there is a shortage of storyboard media, namely in using storyboard media

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[17] Tati Sri Hartati, Peningkatan Kemampuan Siswa Dalam Menulis Teks Narrative Melalui Media Picture Series, ( Jurnal Penelitian Guru FKIP: Universitas Subang), 2018, 2598-5930.

[18]Observations about the advantages and disadvantages of storyboard media by researcher, October 11, 2022, observation 4, transcript.

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students argue that the costs used to buy storyboard media materials are a bit expensive for students' pocket money, therefore students must be willing to set aside their pocket money to buy storyboard media materials. Furthermore, the storyboard media is easily damaged and broken, in the use of storyboard media the main material used is styrofoam, Styrofoam is often known as cork which is made of polystyrene type plastic namely, chemicals that are light and can be in liquid or solid form so that they are easily damaged and broken if not cared for properly. [19]

As explained by the vice principal: "There is only one drawback of storyboard media, namely that it is easily damaged and dirty if not properly cared for." Therefore, you have to be careful when holding or using it because the material used can break easily. Based on the results of observations in class about the advantages and disadvantages of storyboard media, there are still many advantages that are obtained compared to the disadvantages. Therefore this media is very effective for use in learning media. [20]

From the results of the documentation, there are several advantages and disadvantages of storyboard media in seventh grade Mts Miftahul Huda Sumberrejo, the advantages of storyboard media namely first, in terms of capturing student learning faster in responding to it. Second, it can generate enthusiasm for learning in both the teacher and the students themselves. Third, storyboard media is easy for teachers and students to make for the learning process in class, the four storyboards contain sequential sketches according to the script making it easier to understand the storyline, and the five storyboard media can foster creative and innovative traits in students. While the disadvantages of storyboard media are first students complain when they have to pay quite expensive fees so they have to set aside money to buy storyboard media materials, secondly, storyboard media are easily damaged and broken because in using storyboard media the main material used is styrofoam, so it is easily damaged and break if not cared for properly. [21]

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[19] Interview with EM2 The English teacher, interview by researcher, Interview 2, September 27, 2022, transcript.

[20] Interview with S3 The Vice Principal , interview by researcher, September 27, 2022, transcript.

[21] Observation about the advantages and disadvantages of storyboard media by researchers, September 27, 2022, observation 2, transcript.

## C. Discussion

1. **Analysis of the implementation of storyboard media to improve the narrative text writing ability of class vii students.**

   There is an English teacher at Mts Miftahul Huda Sumberrejo who uses storyboards to write narrative texts. The media is applied so that students experience progress in learning, students become active and enthusiastic with fun media. Before using storyboard media, the teacher uses the discovery learning method. In learning using discovery learning, students are passive in-class learning, only the teacher is more dominant. So Mrs. Eli tries to change the teaching method so that students are interested, active, and enjoy learning in class. Then the storyboard media is applied to the teaching of writing narrative texts.

   Storyboarding has helped students transfer their writing knowledge from basic (argumentative) writing assignments to specialized writing. Storyboards are a powerful technique for students to become more imaginative and practice innovative learning. Based on the discussion above, it can be said that the use of storyboards so far has very practical prospects that can be applied in class. [22]

   There are three stages in implementing storyboard media, namely planning, practice, and evaluation. Planning is the process of establishing methods or topics to achieve a goal. So far, the planning stage has been going well. Practice aims to carry out plans that have been prepared. Evaluation has been carried out to find out or assess whether the learning carried out is in accordance with the objectives that have been achieved or not. Based on the results of observations and interviews that have been conducted by researchers, there are three stages in the application of storyboard media in writing narrative texts in class VII Mts Miftahul Huda Sumberrejo, including:

   1. Planning

      Preparation or planning is very important to achieve goals in a lesson. The goal is that the implementation of learning runs smoothly and these activities can be achieved properly.

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[22] Rizwana Wahid And Ahtisham Aziz, *Storyboarding: A Model Technique For The Language Learning Process*, (LLT Journal: Sanata Dharma Universtity) 2022, 497-504.

2. Practice

The preparatory stage for the application of storyboard media in writing narrative texts is to prepare lesson plans, teaching materials, and learning media needed. Practice At the practical stage there are three activities, namely opening activities, core activities, and closing activities. The details of the activities are as follows:

a. Opening Activity

Before starting the lesson, the teacher enters the class with greetings, and after that checks the student attendance data and reads bismillah together. After that prepare the media to be used.

b. Core activities

The application of Storyboard media in writing narrative text starts from explaining the media to be used, dividing into groups, discussing, and then applying storyboarding media. Media explanations are expected so that students understand more and learning can run in a more pleasant and motivated atmosphere. The division of groups and discussions is expected so that students exchange ideas and interact with each other to create creative and innovative thoughts. The application of storyboard media is expected to make students more enthusiastic and excited about understanding narrative text lessons.

c. Closing activities

The closing of the learning activities at Mts Miftahul Huda Sumberrejo is that the teacher invites students to fix their assignments and ends with praying together.

3. Evaluation

Evaluation is carried out at the last stage after the teaching and learning activities are completed. The purpose of the evaluation is to determine the quality of something, especially its value. Assessment must be based on certain criteria. Without clear criteria, the consideration of the value given is not a process that is classified as an evaluation. This stage is carried out to see the extent to which the success rate of the application of storyboard media in improving students' writing narrative texts.

2. **Analysis of the seventh grade students' problem in narrative text writing at Mts Miftahul huda Sumberrejo.**

From the results of observations, interviews, and documentation, there are three problems are often experienced by seventh-grade students in writing narrative texts at Mts Miftahul Huda Sumberrejo, namely:

1) Students do not have inspiration in writing. As a foreign language for students, writing in English( is a difficult thing to do. Because of the difference in words, students may find it difficult to think and remember what words to use in writing. Many students cannot come up with and generate their ideas. Sometimes they have, but they can't express it in their own words. [23]

2) The class atmosphere is boring and unsupportive, making it difficult for students to understand the lesson. There are still some students who find writing narrative text difficult and boring. That's why they still use the wrong tenses, clauses, verbs, pronouns, and commas. Students sometimes do not realize their mistakes due to ignorance of grammar. They sometimes have a lot of trouble using the past tense of the verb. Overcoming these obstacles by making learning as interesting as possible so that students are interested and active in learning. [24]

3) There is no innovation in the use of media when teaching writing to students. Because of these problems, students become passive in learning, then they make it a crowded class condition, so students don't concentrate on learning to write. As a result, students make incoherent sentences to write a text when the writing process occurs. In short, students need new things to guide them to get ideas for making texts. [25]

4) The absorption capacity of students is different. Teachers must motivate students with low absorption to learn and give

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[23] Fika Megawati, *Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif,* (Universitas Muhammadiyah Sidoarjo: Jurnal Pedagogia), 2016, 149.

[24] Rifki Irawan, *Improving The Writing Learning Process Of Grade VII Students Of Smpn 1 Pleret Through Facebook Group*, (Yogyakarta: English Language Education), 2015, 4.

[25] Gunawan Tambunsaribu, *Masalah Yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris,*( Universitas Kristen Indonesia : Jurnal bahasa, sastra, dan budaya, 2021, 34.

them more time to understand. Student absorption is the ability to retrieve, store, and respond to what is learned from other people, such as teachers and others. The absorption of students can be seen in their behavior of students. The benchmark in stating a teaching and learning process can be said to be successful is if the absorption of the subjects being taught achieves high achievement. This also guides teachers in determining goals in the form of behavior expected of students. [26]

The problems faced by students, of course, encourage a teacher to pay more attention to the condition of his students, followed by readiness in the implementation of learning. Without proper preparation, learning activities will not run effectively. These preparations can be seen from (RPP), materials, media, and assessment. By understanding the problems faced by students, an educator can self-reflect to find out how effectively the learning process is implemented in class and to improve the quality of students.

3. **Analysis of the advantages and disadvantages of storyboard media in writing narrative texts in seventh grade Mts Miftahul Huda Sumberrejo.**

From the results of observations, interviews, and documentation, there are several advantages and disadvantages of the media storyboards in writing narrative texts in seventh grade Mts Miftahul Huda Sumberrejo.

1. The advantages of storyboard media include:
   a) In terms of capturing learning, students are faster in responding and more arousing student enthusiasm for learning. Therefore, teachers prefer to use this media because it is very helpful in the learning process. [27]
   b) Storyboard media is easily made by teachers and students for the learning process in class. Because in making

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[26] Sariafil, *Strategi Guru Dalam Menghadapi Perbedaan Daya Serap Peserta Didik Pada Mata Pelajaran Pai Di Smpn 4 Ajangale Kabupaten Bone*, ( Fakultas Tarbiyah Dan Keguruan : Universitas Islam Negeri Uin Alauddin Makassar) 2020, 3.

[27] Amna Emda, *Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran,* ( Fakultas Tarbiyah Dan Keguruan : Lantanida Journal) 2017,179.

storyboard media the materials used are easy to get and the manufacturing process is not too difficult. [28]

c) Making storyboards can make it easier for students to find out errors in narrative text, use of media, and other details in storyboards. It can also save time, cost, and effort. [29]

2. The disadvantages of storyboard media include:

a) The costs used to buy storyboard media materials are a bit expensive for students' pocket money, therefore students must be willing to set aside their pocket money to buy storyboard media materials. [30]

b) Furthermore, the storyboard media is easily damaged and broken, in the use of storyboard media the main material used is styrofoam, Styrofoam is often known as cork which is made of polystyrene type plastic namely, chemicals that are light and can be in liquid or solid form so that they are easily damaged and broken if not cared for properly. [31]

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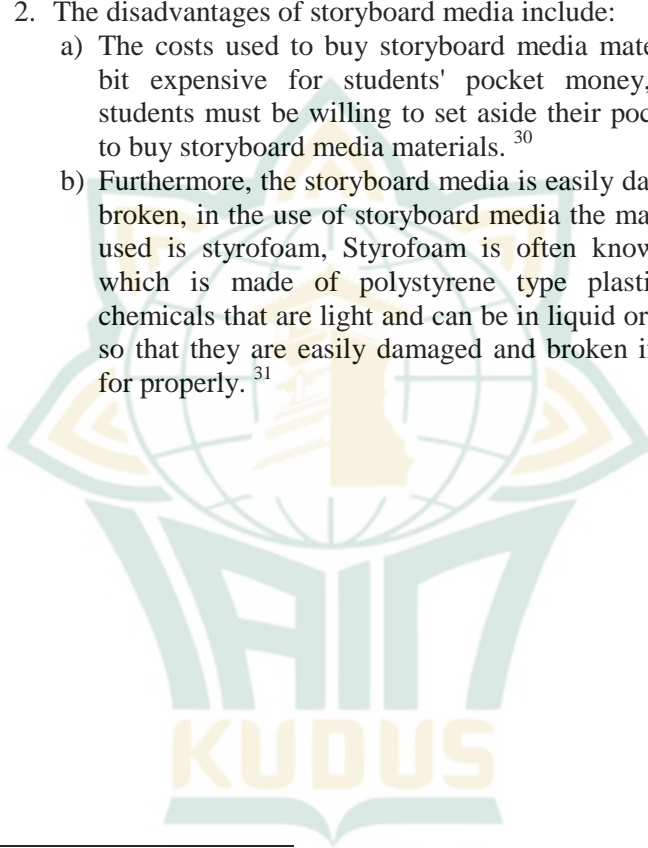
[28] Hardina Durrotun Ni'mah, *Using Storyboard In Teaching Writing Of Narrative Text For Eight Graders Of Smpn 13 Surabaya*, (Universitas Surabaya: Jurnal Unisa) 2014, 3.

[29] Tria Afiyanti, *The Effectiveness Of Using Storyboard Technique On Students' Reading Comprehension Of Narrative Text*, (Jakarta: University Syarif Hidayatullah) 2016, 22.

[30] Firza Khaira Maulida, *The Effect of Storyboard Technique on Reading Narrative Text Ability of Second Year Students of Sman 9,* (Pekanbaru: Universitas Pekan) 2018, 7.

[31] Ardiansa, *Pengaruh Model Pembelajaran Storyboard Terhadap Kemampuan Menulis Narasi Siswa Kelas Iv Sd Negeri 150 Baibo Kecamatan Masalle ( Enrekang: Universitas Muhammadiyah Makassar)*, 2022, 26.

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