

Storyboard in Teaching Writing Narrative Text

Dewi Nashri Hasan *, M. Sayid Wijaya

IAIN Raden Intan Lampung
Email: dwinashrihasan@gmail.com

Abstract. *Writing is very important because writing is skill in which we express ideas, feelings, and thought in written form. The students' writing ability of SMAN 2 Bandar Lampung is still low especially in writing narrative text. Storyboard is applied to solve this problem. Storyboard is one of planning techniques that encourage learners to think creatively and critically by visualizing the story they are going to write in sequence. The objective of this research is to know whether there is an Influence of Using Storyboard Towards Students' Narrative Text Writing Ability at the Second Semester in the Tenth Grade of SMAN 2 Bandar Lampung in the Academic Year of 2015/2016. The research methodology used was quasi experimental design. In collecting the data, the writer used instrument of writing test. Based on the data analysis, it was found that the result of the data analysis computed by using SPSS was Sig 0.047 and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there is a significant influence of using storyboard towards students' narrative text writing ability at the second semester in the tenth grade of SMAN 2 Bandar Lampung in the academic year of 2015/2016.*

Key words: *storyboard; narrative text; writing; writing ability*

A. INTRODUCTION

Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand (Raimes, 1983:2). Accordingly, students are expected to convey the ideas, feelings, and knowledge in written language. Further, Hyland (2003: 9) explained

* The corresponding author

that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. It means that writing is one of the ways that people do to transmit information and give their views on some topics.

Oshima and Hogue (1999: 3) also said that writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections. It means that writing is an activity that our thought does to produce language in written form.

Based on those explanations, it can be concluded that writing is one of the ways to communicate that can be used by the writer to transmit information and express idea or thought in written form. In writing the writer also use their minds to produce languages, so that writing is a complex activity that involves eyes, brain and hand.

Furthermore, Elbow (1980: 53) points out that writing is the ability to create words or idea of the writer. It means that writing is an ability where the writer is able to create the words, sentences, and paragraphs to express their ideas, thoughts, even their feelings. Then, Tribal (1996: 130) states that there are some components used in scoring writing ability. They are content, organization, vocabulary, language, and mechanics. From those ideas, writing ability can be defined as the skill that the students use to express their ideas or thoughts based on five aspects in writing in order to create good writing and to make readers understand what the writer means.

In the process of writing itself, there are some stages that must be followed in order to create the good written text. As Harmer states that writing process has

four elements, they are planning, drafting, editing (reflecting and revising), and final draft (Harmer, 2004: 4). Furthermore, in teaching writing the job of teacher is not about transferring knowledge from the teacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and to select the words that are appropriate to use in paragraph of a text. As a teacher, we have to find ways of helping our students to decide their priorities and then agree on what the focus of learning writing will be.

According to Tribble (1996:37), the teaching of writing has long been a central element in all educational systems, and there are many, often conflicting, views of the best ways of going about it. It means that in teaching writing the students are trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in written form. Then, when we write we do more than just putting words together to make sentences.

Furthermore, Harmer (2004: 55) said that students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text. It means that as a teacher we should be able to train and to guide the students to make good writing. Not only learning about how to make good writing ideas, but also the students should know how to make their writing better than before.

In writing itself there are many kinds of texts, one of the them is narrative text. Narrative text is used in this research based on the learning material and syllabus in that school. Narrative is a story that should be related within stories and has function to entertain the reader. Childs (1999: 40) stated that narrative writing is the way to present a story that consists of events that happen one after the other and the story you tell can be true or fictional. It means that narrative is the kinds of true or fictional story that has happened in the past.

In addition, Brown (2001: 325) stated that narrative is a recounting of an incident or event. It tells a story that illustrates the truth of the argument. It means that narrative is the story that tells the truth of the argument of the event that happened.

Furthermore, Burks (1980: 378) emphasized that narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tell what happened according to natural time sequence. It means that narrative is a naration that tells an event in natural time sequence.

From those statements, it can be concluded that narrative is one of the texts that has function to entertain and to recount the truth or the fictional story or events that has happened followed by sequence of actions in that time.

In writing the narrative text the story must be written in sequence, so that there are a generic of structure that must be followed those are orientation, in which the writer tells the audiences about who the character in the story are, where the story is taking place, and when the action is happen. Shortly, the writer tell the reader about the background of the story. Then, complication/sequence of event. The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character (s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable. It means that in this phase the problem will happened and rised and involve some main characters. And the last is resolution. A resolution of the complication is brought about. The complication may be resolved for better or for worse but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end)

(Setiawan, 2011: 62). It means that in this phase the writer will give some of problems solving to make the end of this story

Furthermore, writing English for a foreign learner is difficult because English is different from Indonesia Language in its structure or lexical meaning. Writing is the most difficult skills in English (Spelkova and Hurst: 2016). Pleuger (2001: 5) also stated that writing is often thought as the most difficult of four skills, because learners have difficulty in improving their performance, and are not sure how to do so. It means that most of students often feel hard when they are asked to write or to rewrite a text. This problem was also faced by the students of tenth grade in SMAN 2 Bandar Lampung. It can be seen from students' English score in narrative writing test that almost all students' writing score was less than 70.

Based on the data given, from 562 students of tenth grade in SMA N 2 Bandar Lampung there were 344 students got score under 70. This was because the criteria of minimum mastery (KKM) score of English subject at that school was 70. It means that 61.20 % of students got problems in writing narrative text.

This result was also supported by the result of interview from both students and teacher. The students said that they found difficulties in connecting paragraph and felt bored to follow writing learning process. Then, the English teacher added that the students still felt hard to start writing a story, and to continue the story they have written. She also said that she used lecturing technique in teaching writing. That was why the students felt bored to follow writing learning process.

Therefore, the teacher needs another technique to help the students in writing story and in connecting paragraph in narrative text that they are going to write. One of alternative techniques is storyboard. It makes students motivated and interested in the lesson during the teaching and learning process.

Wishandanger (1993:161) stated that storyboard is prewriting activity emphasizing elaboration, prediction, brainstorming and Sequencing. Harrington (1994:283) added that storyboard is prewriting technique that combines children's love of drawing with their storytelling prowess. It means that storyboard is a technique that combines picture and story to produce writing of the text in good sequence. Accordingly, Glebas (2009: 47) stated that storyboard is a plan for the visualization of that story. It means that storyboard is a ways to make story looks real by visualising in picture form based on the set of plans.

Furthermore, Lottier (1986: 4) explained that storyboarding is a process that was developed to encourage learners to use the creative right brain and the critical left brain to formulate ideas in front of a group and then to look at those ideas critically. In line with Lottier, Dennison (1995: 3) mentioned that storyboarding is a technique for project planning which requires active involvement of both hemispheres of the brain. It means that storyboard is a technique that encourage learners to formulate ideas creatively which is involve both right and left brain in planning the project, in this case to produce good writing

Based on those statements, it can be concluded that storyboard is one of planning techniques that encourage learners to think creatively and critically by visualising the story they are going to write in sequence. By using this technique the students will be guided to brainstrom the story they are going to write, then draw the beginning and the ending of the story, after that they can adding the words or sentence as the clue in every picture, and the last the students can make final draft of the story.

In applying storyboard there are some procedures must be followed. It is started by dividing plain pieces of white construction paper into many (six to eight) sections. Then, ask the students to brainstorm the story that is given by drawing the beginning and the ending of story in the first and the last section of paper.

After they brainstorm the story, the students are asked to fill in remaining section in sequence and check their first draft. Furthermore, ask the students to add words or sentences as the clue in every picture. The last, ask the students to create final draft of the story by connecting the sentences and the picture in good sequence.

By applying storyboard in writing learning process there are some advantages that can be caught by the teacher and students also, such as: by using storyboard students can convey meaning of a story in chronological order, demonstrate their understanding of the material by retelling the story through a combination of words and imagery, and can be alternative way that a teacher can use for students that struggle with literacy and writing skills (Clabough, 2011: 1).

Based on those explanations, the aims of this research is to know whether or not there is significant influence of using storyboard towards students' narrative of fable text writing ability at the second semester in the tenth grade of SMAN 2 Bandar Lampung in the academic year of 2015/2016.

B. RESEARCH METHOD

This research was used quasi experimental design. In this research, quasi-experimental pre-test and post-test design were applied. Two classes were selected, first class as a control class and second class as an experimental class. In this research, the students were given a pre-test to know their writing narrative text ability before given the treatment. Then, the students in experimental class were given the treatment, while the students in control class were not given the treatment. After that, the students were given the post-test to know their writing narrative text ability after the treatment through storyboard. The post-test was conducted for control and experimental classes.

The population of this research was the students of the tenth grade students in SMAN 2 Bandar Lampung that is 562 students. Then, in getting sampling of data

cluster random sampling was used, where the experimental class and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper then the papers were rolled and shaken. The first paper was the experimental class and the second paper was the control class. In this case, there were 86 students as sample of this research. 42 students in experimental class and 44 students in control class.

In conducting this research there were several procedures should have been followed. First, determining the subject of research. In this research the subject was the students in the tenth grade of SMAN 2 Bandar Lampung. One class was experimental class and one class was control class. Second, designing the instrument of research. The instrument of this research was writing test. The students got the same instrument for both classes in several topics. Third, try out the test. Try out of the test was conducted to identify the effectiveness of the tests before they were used to collect the data of the research and to identify whether the test could be administered or not. The administration of try out used to know the validity of test. The students were given the try out came from the same population but who were not included in experimental class and control class group. In this case, twenty students were chosen. Fourth, Administrating the pre-test. Pre-test was conducted before the treatment was given. The aim of this test was to know the students' basic ability of narrative writing text. Fifth, conducting treatment. Treatment was given in three meetings. In the treatment, the students were taught by using storyboard. The teacher taught the students in three steps, they were: modeling, guiding and practicing. Sixth, administrating the post test. Post-test was conducted after the treatments. This test was aimed at knowing the students' narrative text writing ability after giving the treatment. In this test, the students were given the topic. Then the students wrote the narrative of fable text based on the topic they chose. Seventh, analyzing the result of pre-test and post-test. The result of pre-test and post-test were used as the primary data and were

analyzed by using independent simple t-test to see which hypothesis was accepted.

In this research the data came from the test. The test was used to know the students' writing ability after they were taught by using storyboard. The students were given some topics then they chose one of topics and then wrote the narrative text based on the topic. In this research, the control class and the experimental class had the same test. The result of the test was written in the scoring column on the paper. Then, the research instrument that was used in this research was writing test.

After collecting the data, the data was analyzed by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

Normality test was used to know whether the data in experimental class and control class had normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk. While homogeneity test was used to know whether the variance of the data was homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employed was Levene's Test. After knowing that the data were normal and homogeneous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

C. FINDINGS

After conducting the pre-test in both classes, experimental and control class on 18th May 2016 the result showed that the mean score in experimental class was

67.71 and in control class was 62.80. Then after giving the treatment by using storyboard technique in experimental class and lecturing technique in control class on 26th May 2016 the result changed. The mean score of experimental class was 76.48 and control class was 69.80. The mean score in experimental class was higher than in control class.

Furthermore, after knowing the result of pre-test and post-test in both classes, the normality of the test was calculated by using SPSS (Statistical Package for Social Science). Table 1. Showed the result of computation for testing normality of the data in experimental class and control class by using SPSS.

Table 1. The Normality Test Result of Experimental Class and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.072	42	.200*	.967	42	.251
	Control	.104	44	.200*	.956	44	.094

Table 1. demonstrated that the result of Kolomogorov-Smirnov was .200 (Sig.) and the result of Shapiro-Wilk was .251 (Sig.) which means that those scores were greater than $\alpha = 0.05$. It can be concluded that both data in experimental class and control class were in normal distribution. Since both data were in normal distribution, the next test, homogeneity test must have been calculated. Table 2. Demonstrated the result of homogeneity test using Lavene's Test by using SPSS.

Table 2. Homogeneity Test Result

	Levene's Statistic	df1	df2	Sig.
Score based on Mean	3.396	1	84	.069

Referring to Table 2., the result of Levene's test calculation using SPSS showed that Sig. was 0.69 which means that the score was greater than $\alpha = 0.05$. It can be concluded that the variance of both data was homogenous.

Then, after knowing the result of normality test and homogeneity test, in this case the data were in normal distribution and the variance of both data were homogenous, the data were analyzed using parametric statistics, independent sample t-test, by employing SPSS to test the hypothesis. Table 3. demonstrated the result of hypothesis test using independent sample t-test by employing SPSS.

Table 3. Hypothesis Test Result

t-test for Equality of Means				
t	df	Sig. (2 tailed)	Mean difference	Std. Error Difference
1.930	84	.047	1.671	.866

Based on the previous explanation that the normality and homogeneity tests were satisfied. Then, by using independent simple t-test the hypothesis was analyzed to determine which hypothesis was accepted. After analyzing the data using SPSS to test the hypothesis, it was obtained 0.047 (Sig.) which was lesser than $\alpha = 0.05$. So, H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Storyboard towards students' narrative writing ability at the second semester in tenth grade of SMAN 2 Bandar Lampung in the academic year of 2015/2016.

D. DISCUSSIONS

Based on the result of research, it has shown that Storyboard can give influence to the students' writing ability of narrative text. From those result, it can be seen that the result of students' post-test in experimental class was higher than in control class. Besides, Storyboard can improve each aspects of students' writing ability including content, organization, vocabulary, language and mechanics.

At the beginning of class, the students were taught through Storyboard technique in the experimental class and Lecturing technique in the control class. The material was three topics of narrative text for three treatments. Before doing Storyboard technique, the writer explained to the students what Storyboard was and how the procedure of Storyboard was.

The last of the research, post-test was given to measure the improvement of narrative text writing ability in both classes after treatment done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From those analysis, it was known that the students who got high frequency of using Storyboard got better score. It was proved by the mean score in both classes.

The mean score of experimental class was 76.48 and the mean score of control class was 69.80. Therefore, it can be concluded that using Storyboard was one of good techniques in motivating students in learning English, especially in writing. It means that Storyboard could improve students' writing ability. In this technique, the students are supported to be active in the teaching learning process.

It had been supported in previous research conducted by Andari about The Influence of Creating Storyboard on the Writing Ability, where the result showed that storyboard made the students become more active and enthusiastic in writing. Then, Lillyman and Bannet also stated that the students can demonstrate their understanding of material by retelling the story through combination of word and imagery in chronological order. It also could make the students interested in learning and increasing their writing ability of the text.

E. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that p value (Sig. (2-tailed)) is 0.047. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It can be concluded that Storyboard can give influence to the students' narrative text writing ability in the tenth grade of SMAN 2 Bandar Lampung in the academic year of 2015/2016.

2. Suggestion

Based on the result of the data in the research, there are some suggestions as follows:

Suggestion for the Teacher

- a. It has been founded that Storyboard can be used to develop and motivate the students' writing ability. Due to the finding, English teacher can help the students to increase their writing ability by using Storyboard.
- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing text.

Suggestion for the Students

The students should study hard and practice more in writing English to improve their writing ability. They also need to increase their vocabulary in order to use appropriate word for every kinds text, then should be active and creative in learning activity.

Suggestion to the Further Research

This research is focused on the influence of using Storyboard towards students' narrative of fable text writing ability. Therefore, it is suggested for the next writer to investigate the use of Storyboard in other English skills such as listening skill, reading skill or speaking skill.

F. REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principles*. San Francisco: San Francisco State University.
- Childs, Leslie. 1999. *Writing Paragraph and The Writing Process*. Canada: Winter
- Kothari, C.R. *Research Methodology, Methods and Techniques*. New Delhi: New Age International Publisher.
- Gall, Meredith D. *et.al.* 2003. *Educational Research*. Ohio: Pearson Education Inc.
- Glebas, Francis. 2009. *Directing the Story*. Oxford: Focal Press.
- Grace L. Dennison. 1995. *Storyboarding a Brief Description of the Process*, Maine: University of Maine
- Harmer, Jeremy. 2001. *How to Teach English*. New York: Longman.
- Hyland, Ken. 2003. *Second Language Writing*. New York: Cambridge University Press.
- Jeremiah Clabough, *Paneling History: Using Storyboards to Engage Students in the Social Studies Classroom*.
- Lawrence F. Lottier. 1986. *Storyboarding Your Way to Successful Training*. Public Personnel Management, Vol.13, No.4
- Oshima,Alice and Hogue,Ann. 1999. *Writing Academic English*. New York: Addison Wesley Longman.
- Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process*. Proposed from Rafika Mutiara's journal about *Teaching Descriptive text by using Guided WH-Questions*, New York: Oxford University Press, 1980).
- Pleuger, Jan. 2001. *How to Teach Modern Languages and Survive*. Britain: Cromwel Press, Ltd.
- Siahaan, Sanggam. 2008. *Issues in Linguistics*. Yogyakarta: Graha Ilmu. Jakarta
- Wishandanger , Katherine D.. *Strategies for Literacy Education*. Ohio: Alfred University.
- Spelkova , Innelsa and Hurst, Nicholas *Teachers' Attitudes to Skill and Writing Prosess in Latvia and Portugal*. (access on Wednesday, January 13rd, 2016).
- Sue Lillyman and Clare Bannet," Using Storyboarding to gain Appreciative Reflection in the Classroom
- Suzzane L. Harrington, 1994. *An Authors Storyboard Technique as a Prewriting Strategy*. The Reading Teacher,
- Tribble, Christopher. 1996. *Language Teaching Writing*. London: Oxford University Press.