Improving Students Writing Skills by Using Storyboard that at Junior High School

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Abstract

Purpose of study: The objectives of the study are: (1) To know using Storyboard That is effective to improve students' narrative writing skill for the eighth-grade students' junior high school of SMP Negeri 2 Muara Jawa in the academic year 2020/2021. (2) To find the result of students' ability in writing when the teacher using Storyboard That for the eighth-grade students' junior high school of SMP Negeri 2 Muara Jawa in the academic year 2020/2021.

Methodology: The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The technique of collecting data was the observation, test and documentation.

Results: The result of this research shows that (1) there was an improvement of writing skills using Storyboard That. It shown in cycle I the mean of post-test is higher than the mean of pre-test. The mean of post-test is (72.89) and mean of pre-test is (68.46). In cycle II the mean of post-test is higher than the mean of pre-test. The mean of post-test is (82.8) and the mean of pre-test is (72.71). (2) The result showed of T-test in cycle I is 6.871 and cycle II is 9.106. Moreover, the t-test in the cycle II is bigger than the t-test of the cycle I.There was a significant influence of using Storyboard That in improving writing skills.

Applications: The subject of this research is class VIII D, which consists of 28 students at the eighth grade students' junior high school of SMP Negeri 2 Muara Jawa

Abstrak

Tujuan penelitian: Tujuan penelitian adalah: (1) Untuk mengetahui penggunaan Storyboard yang efektif untuk meningkatkan keterampilan menulis narasi siswa kelas VIII SMP Negeri 2 Muara Jawa Tahun Pelajaran 2020/2021 . (2) Untuk mengetahui hasil kemampuan menulis siswa ketika guru menggunakan Storyboard That untuk siswa kelas VIII SMP Negeri 2 Muara Jawa Tahun Pelajaran 2020/2021.

Metodologi: Metodologi penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini terdiri dari dua siklus dan setiap siklus terdiri dari empat langkah, yaitu: perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data adalah observasi, tes dan dokumentasi.

Hasil: Hasil penelitian menunjukkan bahwa (1) terdapat peningkatan keterampilan menulis dengan menggunakan Storyboard That. Hal ini ditunjukkan pada siklus I rata-rata post-test lebih tinggi dari rata-rata pre-test. Rerata post-test adalah (72,89) dan rata-rata pre-test adalah (68,46). Pada siklus II rerata post-test lebih tinggi dari rerata pre-test. Rerata post-test adalah (82,8) dan rata-rata pre-test adalah (72,71). (2) Hasil T-test pada siklus I adalah 6,871 dan siklus II adalah 9,106. Selain itu, t-test pada siklus II lebih besar dari pada t-test pada siklus I. Terdapat pengaruh yang signifikan penggunaan Storyboard That dalam meningkatkan keterampilan menulis.

Aplikasi: Subyek penelitian ini adalah siswa kelas VIII D yang berjumlah 28 siswa kelas VIII SMP Negeri 2 Muara Jawa.

1. Introduction

Language is the basic thing that individuals need to communicate with each other. Individuals use dialects to communicate their intelligence and thinking. Language is a tool for conveying depictions in the human mind through oral or written.English is one of the internationallanguages spoken by many people around the world. Utilizing English is the easiest way to communicate with other people in the world in various perspectives is it legislative, economic, social, cultural issues and so on.

Learning dialects over distance can prepare students to think about four basic skills such as tuning, speaking, reading, and composing. Speaking and writing combine productive skills. Meanwhile, tuning and reading includes responsive skills.Writing skills are very important. Composing is a great way to get started with writing. A person learns how to communicate their feelings by implying them in a pattern arrangement of letters.

Based on myinterview with an English teacher at SMP Negeri 2 Muara Jawa, the students' writing skills were very poor. Most students have challenges in creating their thoughts. Many of those who are confused when starting their compositions don't think about it. Most of them find it difficult to combine word and sentence arrangements and make use of the words that fit in their writing. Writing is a bargain by creating thoughts, lexicons and grammar. This condition is caused by a small proportion of students who often learn to write because they don't like English lessons.

Handles of teaching and learning in the classroom, there are contrasting differences in the language of student learning. Some students are able to memorize effectively but others learn very slowly.

It is very important to suggest a fun learning strategy. Fun learning to share thoughts on students' cooperation with each other. Cooperative learning will also increase people's capacity, scientific, and social.

Based on the description above, this study aims to conduct research to improve students' writing skills by using Storyboard That media for junior high school students at SMPN 2 Muara Jawa Kutai Kartanegara. Therefore, the researcher formulated a study entitled "Improving Student's Writing Skills by Using Storyboard That at SMP Negeri 2 Muara Jawa ".

2. Method

The analyst utilized the Classroom Activity Inquire about (CAR) guideline in collecting the information. The research conducted here was classroom activity inquire about. Agreeing to Burns (2010) activity investigate could be a portion of a wide development that has been going on in instruction by and large for a few times. It is related to the thoughts of 'reflective practice' and 'the educator as researcher'. Besides, Elliot in Burns (2010) characterized activity investigate as the consideration of a social circumstance with the view to improving the quality of the activity in it. So, this investigate was done to hunt for the shortcomings and attempted to induce the way to progress the quality of the exercises.

Nunan in McKay (2006) says that activity investigate has three major characteristics: it is carried out by specialists (i.e., classroom instructors), it is collaborative, and it is pointed at changing things. It implies that activity inquire about can be done by an instructor in a classroom with the assistance of other instructors to examine what and how to make strides the classroom exercises so that the understudies' accomplishment will be better.

The Classroom Action Research is done in several cycles, each of which is repeated in the next cycle if the criteria of success are not achieved (Latief, 2017). Therefore, if the first cycle did not generate a satisfactory result, the researcher will improve the lesson plan and conduct the following cycle until the criteria of success are achieved. Each cycle in a Classroom Action Research consists of planning, implementing, observing, and reflecting.

The use of media in learning activities must be able to facilitate the achievement of competencies or learning objectives as expected by students. According to Heinich, et al (2005)to create successful learning activities, several considerations are needed, namely: (1) media in accordance with the curriculum; (2) the content of information and knowledge is accurate and new; (3) the content of the information is conveyed clearly; (4) able to motivate and provoke students' interest in learning; (5) involve students' mentality in learning activities; (6) the technical quality of the learning media is good; (7) the media has been tested before; (8) the media is free from commercial advertising interests; and (9) the use of media is accompanied by instructions on how to use it.

An advanced story may be a media which consist of scripts, to begin with individual accounts. It is additionally a blended way to combine the ordinary narrating and the cutting-edge ones where individuals are able to utilize video, music, and portrayal Robin (2006). Another definition comes from Hull and Nelson (2005) who expressed that computerized story may be a sort of mixed media which comprises of pictures and sections of video with foundation music and a voice-over account. Agreeing to Lambert in Wen (2017), a digital story comprises of three components such as the starting, centre, and conclusion. Additionally, a great story could be a story that draws in the audience's consideration at the starting and the determination at the conclusion, at some point with an erratic turn.

The existence of learning media is needed by educators to be applied to students. Especially in the selection of interesting learning media for students, so that later every learning process that students get is always memorable and makes students' enthusiasm for learning higher(Fadlillah, 2017). According to Dhimas (2013) storyboard is a general design of an application that is arranged sequentially screen by screen and is equipped with explanations and specifications of each image, screen, and text. Meanwhile, according to Rahardja (2010) Storyboard is a design in the form of drawing sketches equipped with instructions or taking notes for shooting needs. The design related to the visualization that will be made requires Storyboard as an integrated media.

From the definitions over, it can be concluded that activity inquire about is investigate done by people on them possess areas to make strides their ability or work, for illustration, an instructor who needs to progress their educating. The investigate is evaluative and intelligent which implies that the activity can be evaluated then can be utilized to be reflection to form distant better as strongerand improveda much better result. Other than, the inquire about needs at slightest one collaborator to record and talk about the activity that has been done.

This research conducted at SMP Negeri 2 Muara Jawa. The school is found at Jl. Dr. Soetomo Dondang, Muara Jawa, and locale of Kutai Kartanegara – Kalimantan Timur Province. This school is chosen as the field of the consider based on the analyst has alumnus of this school in spite of the fact that teaching learning experience amid educating hone, in this manner the analyst knows the condition of this school, and he can recognize the issues confronted by students in learning writing. After recognizing the issues, he recommends to apply appropriate strategy to make strides students' capacity in writing for way better quality of the school as well qualified students. The writer chooses the second year of 8 Class which consists of 28 students within the 2020-2021 academic years as the subjects of the study.

In action research, there are a few processes. Concurring to Kemmis and McTaggart in Burns (2010: 7), activity investigate regularly includes four wide stages in a cycle of investigate. The four stages in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection

There are four steps in one cycle for doing activities inquire about those are arranging, acting, watching and reflecting. In this inquire about, the analyst conducted the investigated into two cycles: cycle I and cycle II. Analyst collaborated with English educator who instructs within the class of VIII.

The researcher used cooperative learning method, which can improve the students' understanding in writing skills. Based on syllabus class VIII junior high school, the topic is narrative text. The procedure as below: (1) Cycle I, the researcher used cooperative learning method, which can improve the students' understanding in writing skills. Based on syllabus class VIII junior high school, the topic is narrative text. The procedure as below:(a) planning,in this stage, the researcher plan what action would be done in using and applying cooperative learning method in teaching writing narrative text. The activity in the planning was presented selecting the material, preparing material, preparing teaching aids, preparing students and teachers, preparing the test and preparing list of scoring. (b) Action,after the planning wrapped up, the researcher does teaching-learning prepare. In this area, the learning prepare is driven by the teacher. In acting arrange as the organize of usage the planning, the researcher displayed as giving prepost test, giving the material, giving the example, explain the material, students work grouply, ask the student and concluding. (c) Observation,the researcher watches the students and teacher movement by utilizing perception checklist. And (d) reflection, Reflecting could be research finding examination. At this point, the researcher reflects on, assesses, and describes the impacts of the activity. Usually, to record what happens in perception.Reflection looks for to form sense of forms, issues and genuine issues in key activity. Reflection is an assess viewpoint, it inquires the researcher to weight the encounter, to judge whether or not the method can be fathoming the issue and to upgrade students' writing skills.The researcher evaluated the activities that have been done, the classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems, and the analysing the data from the observation checklist and students' score of the test in the cycle I. (2) Cycle II, the second cycle does base on the result of reflection from the cycle I. On the off chance that the result from perception appears that the quality of the students was still moo, it is required another activity in arrange to create change of the quality for the following cycle. The subject is distinctive with the cycle I the subject is portraying the individuals.

The methods are as take after:(a) planning,within the arranging stage of the second cycle, the researcher would do a few exercises that would be outlined asthe researcher identifies the problem and makes the solution to theproblems,selecting the material, preparing material, preparing teaching aids, preparing students and teachers, preparing the test and preparing list of scoring. (b) Action,in cycle II acting is very comparable to the cycle I acting. In this area, the learning prepare is driven by the teacher. The exercises of the cycle II acting includedgiving prepost test, giving the material, giving the example, giving more explanation the material, students work grouply, ask the student and concluding. (c) Observation,the researcher watches the students and teacher action by utilizing observation checklist. And (d) reflection, Reflecting could be research finding examination. At this point, the researcher reflects on, assesses, and describes the impacts of the activity. Usually, to record what happens in perception.Reflection looks for to form sense of forms, issues and genuine issues in key activity. Reflection is an assess viewpoint, it inquires the researcher to weight the encounter, to judge whether or not the method can be fathoming the issue and to upgrade students' writing skills.The researcher evaluated the activities that have been done, the classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems, and the analysing the data from the observation checklist and students' score of the test in the cycle I.

In collecting data, the researcher will use the following steps: (1) Test,the researcher used test to get the result test of the students" writing skill. The result of this test is students" writing score based on applying the technique. The aim of this test is to measure the students" writing skill.

The tests consist of some types, as followsPre-test and Post-test. (2) Observation, the aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them .

Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer will observe the learning process of the eight graders of SMP Negeri 2 Muara Jawa in their classroom. During the learning process, the writer is going to observe the students" activeness in learning to write the narrative text. (3) Documentation, documentation may allude to specific people, as with school records and reports approximately students, or may concern more "macro" issues, as with one of her Majesty's Inspectorate reports on the physical state of schools it can have a number of highlights.For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the writer in order to get the complete data about the establishment history of SMP Negeri 2 Muara Jawa, the organization structure of SMP Negeri 2 Muara Jawa, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard. (4) Field Note, field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.In this research, the writer will use field note to record the student's activity during the learning process. In this research, the writer will conduct the field note in order to get the complete data from the eighth graders of SMP Negeri 2 Muara Jawa about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

Data analysis was conducted by taking the average of the pre-test and post-test. To know students' achievement the action was conducted and given test at the early and the last cycle. Then, the results the eighth-grade students of SMP Negeri 2 Muara Jawa, the minimum mastery criterion (KKM) for English subject are 75.

The researcher used SPSS program to analyse the data by a formula for counting the average score is as follow:

$$\overline{x} = \frac{\Sigma x}{N}$$

Where:

$\overline{x}$ = the mean score

Σx = the sum of all score

N = the number of student

Then, to know the result the researcher compered between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If in cycle I there were some students not successful, so the researcher would like to conduct in cycle II.

The minimum cycle in CAR (Classroom Action Research) was to cycles, if from cycle II all of students were successful from Minimum Standard Criterion (MSC), the cycle able to be stopped until cycle II.

To calculate the percentage of the students" score, the formula which is used as:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:
P = Percentage of Students Activity

F = Frequency of the correct answer

N = Total of Students

The research reputed to be success if 70 % of students got minimum score at least 75 and was improvement student learning activity in teaching and learning process. Therefore, the students become more active and enthusiastic in learning English.

The students' success and failure in doing the exercises arrange over will be evaluated by alluding to the model of the passing review (KKM). The passing review of English lesson in SMP Negeri 2 Muara Jawa is 75. The educator and the analyst anticipate that there are at slightest 60-70% of the understudies who pass the passing grade.

3. Result and Discussion

The researcher collected the data from the eighth grade students of SMP Negeri 2 Muara Jawa. The researcher gave the details of the findings. This chapter is likely the main discussion of the research conducted. It displayed the finding of the collected data since in the beginning until the end of the research. The finding consists of the result of the cycle I and cycle

II. The two cycles are the treatment of the implementation in using Digital story writing by using Storyboard That to improve writing skills.

In the cycle I, the result of pre-test I mean is 68.46. Total of pre-test 1917 and total of students are 28. From the table of pre-test score above, it can see one student passed minimum required standard is 75. From the result above, it shows that mean of pre-test was 68.46. It was not passed the minimum passing score. The students were still got low scores in writing.There were some factors that made students got low scores and can passed the minimum required standard when doing pre-test.The result of post test I show that the mean of post-test 72.71 there were an improvement but it was not passed the minimum passing grade. In the Table 1 shows the comparison of the result between pre-test and post test in cycle I.

Tabel 1. Result of cycle I

	Total Score	Mean	Median	Min	Max
Pre-test	1917	68.46	68.00	65	75
Post Test	2036	72.71	73.00	70	76

From the data above, the researcher calculated the t-test of test 1 and test 2 of cycle 1 use SPSS statistics 25 and the result in the Tabel 2.

Table 2. Paired Sample Test Cycle I

					95% Confidence interval of Difference				
		Mean	Std. Deviation	Std. Error mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	(x) – (y)	-4,250	3,273	,619	-5,519	-2,981	-6,871	27	,000

In the cycle II, The result of pre-test II mean is 72.89. Total of pre-test is 2041 and is total students is 28. From the result above, its shows that the mean of pre-test 2 was 72.89 it was not passed the minimum passingscore. There are many students was still got low score in writing.The result of post-test II, mean is 82.21 and average was 82.21. Total of post-test 2296 and total, of students are 28.There was an improvement of students writing narrative through storyboard that between pre-test 2 and post-test 2. Therefore, there were eight students got good level. Total result cycle II showed in Table 3.

Table 3. Result of cycle II

	Total Score	Mean	Median	Min	Max
Pre-test	2041	72.89	72.00	62	81
Post Test	2296	82.21	83.50	77	89

From data above, the researcher calculatesstandart deviatin pre-test and post-test cycle 2 showed in Tabel 4:

Table 4. Paired Sample Test Cycle II

					95% Confidence interval of Difference				
Paired Sample Test									
		Mean	Std. Deviation	Std. Error mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	(x) – (y)	-9,321	5,416	1,024	-11,422	-7,221	-9,106	27	,000

4. CONCLUSIONS

After conducting the research and analysing the data, the researcher comes to several conclusions to answer the problems of theresearch.

First, there is an improvement of writing skills Storyboard That learning. It can be seen from students' scores of pre-tests and post-test. It is shown in the mean of students' score of pre-tests in cycle I and cycle II are and it means that writing skills using Storyboard That was low because the result showed that the standardized score (75) is higher than the mean of pre-test in cycle I (68.46) and II (72.89). Students' score in using cooperative learning technique and printed text in pre-testand post-test 2 is (72.71) and (82.8). The mean of post-test in cycle 2 is higher than the mean of post-test in cycle 1. It meansthat using Storyboard That successfully was improving students' writing skills for eigth grade of SMP Negeri 2 Muara Jawa.

Second, there is a significant influence using Storyboard That. It can seefrom the differences score pre-test and post-test which are increased from the result of the calculation t-test.The t-test cycle 1 is (6.871) and t-test cycle 2 is (9.106) sig 2tailed is 0.000. The quantity of the research is 28, based on the research the t-table is 2.05 (df of 27 is 2.052). In cycle 1, t-test is higher than t-table. And cycle 2, t-test is higher than t- table.

There is significant influence of cycle 1 and cycle 2. The researcher concluded that there is significant using Storyboard That for eight-grade of SMP Negeri 2 Muara Jawa in the academic year 2020/2021.

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