

**Enhancing the Student's Writing Skills of Procedure Text
by Using Storyboarding at the Seventh Grade Students of
Junior High School 53 Palembang**

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ABSTRACT: The research aimed to find out the effectiveness in teaching writing of procedure text by using storyboard to the seventh grade students at State of Junior High School 53 Palembang in the academic year 2014/2015. The sample was the class of VII.1, consisted of 30 students. The method used in this research was pre-experimental method, with pre-test and post-test design. The data were obtained by means of the test and the results were analyzed through paired sample t-test calculation. Based on the result, the mean or average of pre-test was 11.93, the standard deviation was 3.754, and the standard error mean was 0.685. The mean or average of post-test was 18.47, the standard deviation was 3.277, the standard error mean was 0.598 and the writer got the t-obtained 10.640. It showed that t-obtained was higher than critical value (2.045). It can be concluded that it is effective using storyboard in teaching writing of procedure text to the seventh grade students at State of Junior High School 53 Palembang.

Key words: *writing skill, procedure text, storyboarding.*

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INTRODUCTION

English is one of the international languages used all over the world. It is used both oral and written form of communication. Because of the importance of English, the government put it as a compulsory subject at school. English is taught from kindergarten school up to university level. In context of education, English used to provide school graduate students with life skill in order to read, speak, listen, and write in English. In the latest curriculum, that is also known as the School-Based Curriculum (SBC) for junior high school stated that the students must be able to communicate both in oral and written form.

In addition, the latest English curriculum has stated that junior high school graduates are expected to be able to express their thoughts and meaning through written form, such as short monologue text as well, functional text, and simple form in descriptive and procedure to interact with the immediate environment. From this statement, the aim of teaching writing is to enable the students to create and develop their

abilities in writing English text which culturally acceptable in the English culture.

However we are often concerned that mastering writing skills for our students is weak. Writing ability is considered difficult, this is caused by a lack of attention from teacher in teaching writing class. Teachers are rarely trained in teaching writing ability in class. Besides, teaching technique is also less known by teachers. Therefore, teachers need to be able, to be creative and ready to shape reform. A creative teacher characterized by an attitude of openness to new experience, flexibility in thinking, freedom of self expression, respect for fantasy, an interest in creative activities, confidence in his own ideas, self-reliance in providing their own consideration.

To achieve a good student's writing, teachers must implement an effective learning process. Choosing the teaching media should based on students' needs. Media of storyboarding is one of media that can help as well as the teacher and students in learning and teaching English, especially in writing procedure text. Teaching

writing of procedure text by using storyboarding is very helpful because it can decrease the students' boredom. It will also useful for the students to see the clues in visual video in creating procedure text. Story boards are visual organizers, typically a series of illustration displayed in sequence for the purpose of pre-visualizing a video, web-based training, or interactive media sequence.

THE IMPORTANCE OF WRITING

Writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words. Through writing activity, the student can develop their thinking, knowledge and their ability, every activity has purpose, so do writing.

As general writing also have purposes. According to Cox (as cited in Nawawi, 2011) there are four purposes of writing:

- a. To inform, it means to provide certain information in writing to the reader.
- b. To amuse, the purpose in writing is to entertain. For example is comic.
- c. To satirize, it can be defined

that writing aims to sarcastic; satire is usually mentioned refine through humor with serious meaning.

- d. To persuade, if the purpose in writing is to persuade desire to influence the reader's thought or action, for example such as advertising article.

According to Fred D. White (1986), writing means learning, because of writing has several purposes for students in writing or it also can be called several other functions of writing for students. They are:

- a. Writing can improve student's academic performance.
- b. Writing allows a writer to create and maintain a marketable image of him or herself.

Writing Process

Oshima & Houge (2007) stated that the process of writing involves some steps, they are:

a) Prewriting

Prewriting is a way to get ideas. In this step, choose a topic and collect ideas to explain the topic. It is done properly; it can ease them into writing without any hesitation or worry. In the classroom, prewriting can be as simple as a drawing activity, or it

can be woven into a discussion between the teacher and the learners.

b) Organizing

The next step of writing process is to organize the ideas into a simple outline.

Kinds of Writing

There are three kinds of writing (Oshima & Hogue, 2007). They are:

a) Free writing

Free writing is without stopping. It means writing whatever comes to the mind without worry that everything they write is correct or incorrect. The purpose is to free up the mind so that it can make association and connection.

b) Controlled writing

Controlled writing is opposite of free writing. Using controlled writing, the students would focus to practice on getting words down on their paper and they have to concentrate on one or two problems at the time. Controlled writing focuses the student's attention on specific features of the written language. It is a good method of reinforcing grammar vocabulary. Most of controlled writing text book is available to set up the task so that the book or paper can be

used for individualized instruction. Guided writing is less controlled than controlled writing. Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process, guided writing aims to support learners in this psychologically and cognitively difficult activity. Student should be able to discuss, make notes, and share finding together before they begin to write.

TEXT OF GENRE

Text is the main written or printed part of a book or page, contrasted with notes (Hornby, 1987). According to Richards et.al. (1990), Text is a piece of spoken or written language, a text may be considered from the point of view of its structure and/ or its functions. Thus from the explanation above, the writer concludes that text is a passage that has composition on which a note is written, also has structure and function.

The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics. There are twelve kinds of genre according to Anderson & Anderson (1998), they are:

- a) Recount
Recount is a piece of text that retells events for the purpose of informing or entertaining.
- b) Report
Report is a piece of text that describes the way thing, with reference to a range of natural, man-made and social phenomena in our environment.
- c) Discussion is a piece of text that present (at least) two points of view about an issue.
- d) Explanation
Explanation is a piece of text that explains the processes involved in the formation or workings of natural or socio cultural phenomena.
- e) Exposition (Analytical)
Exposition – analytical is a piece of text that persuades the reader or listener that something needs to get attention.
- f) Exposition (Hortatory)
Exposition – hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.
- g) News item
News item is a piece of text that informs readers, listeners and viewers about event of the day which are considering newsworthy or important.
- h) Anecdote
Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.
- i) Narrative
Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways.
- j) Procedure
Procedure is a piece of text that describes how something is accomplished through a sequence of action or steps.
- k) Description
Description is a piece of text that describes a particular person, place or thing.
- l) Review
Review is a piece of text that critiques an art work, event for a public audience.
- According to the explanation above, the writer focused on the genre of procedure which implemented on research. Procedure, according to Anderson & Anderson (1997) means “a piece of text that gives us instructions for doing something”. The purpose of a procedure text type is

to explain how something can be done such as directions, recipes, instruction manual, and itineraries.

The Concept of Procedure Text

Procedure text is already familiar with people's daily life, for example in giving instruction to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka, 2004, p.23-27). The context consists of three parts:

- a) Title/goal: consider to find a goal first before we create a procedure text based on context.
- b) List of material: list of material conduct all the equipment and material in context the title.
- c) Steps/method/procedures: the last step, describe all steps including how to do one by one, or guide line.

To arrange a good procedure text, the common text organization that should be applied in writing procedure text Derewianka (1995, p.27) mentioned, the text organization of a procedure text have some points they are; (a) The focus of instructional text is on a sequence of action (b) The structure is easily recognized (c) Each stage serves a particular function (d) The text may also include comments on the

usefulness, significance, danger, fun. (e) Headings, subheading, numbers, diagram, and photos are often utilized to make instructions as clear and easy to understand as possible.

In addition, Anderson & Anderson (1997, p.52-55) said that generic structure of a text contains:

- a) An introductory statement that give the aim or goal. The title of the text or an introductory paragraph.
- b) A list of the materials that will be needed to complete procedure:
- c) A sequence of step in the order they need to be done.

The Concept Storyboarding

There are many reasons for using storyboards: (a) visually displaying an overview of information, (b)stimulating divergent thinking, (c) organizing judgmental problem solving, (d) generating a plan of action, demonstrating functionality of elements, (e) showing navigational schemes and finding cross referencing linkage possibilities, (f) checking completeness, (g) identifying common points of reference focus, (h) helps graphical sizing and organization, (i) helps one to think about appropriate activities, and simply telling you how

appear in final form. Story boarding usually made from pencil drawing that systematically stacking about the sequence of events, but here the researcher use a projector and animation that appropriate with the concept of the learning procedure text.

METHODOLOGY

The method of this study was quantitative method. Based on the research question the writer used pre-experimental design that is one group pretest-posttest design. This design used one group as the experimental group.

In this study, the writer took the students of seventh grade at the first grade students of junior high school 53 Palembang in the academic year 2014/2015 as the population with the total number of 243. There were 8 classes of the first grade year students. The researcher used cluster random sampling. It is caused in the Seventh Grade Students of Junior High School 53 Palembang have only 8 class as population. According to Wallen & Fraenkle (1991) cluster random sampling is the selection of groups, or cluster of subject rather than individual. Usually, this technique is used by two steps. First, the writer determines the sample of class, and then the writer

took one class using randomly. The class taken was class VII. 1, the total of the sample was 30 students.

The Techniques in Collecting Data were using test and reliability test. To score the students, the writer used writing scoring scale. The students' writing works scored in terms of five elements. They were structure, vocabulary, organization, content, and mechanics. The writer used Cronbach's Alpha Reliability and Inter Rater Reliability to correlate scores by the raters. Cronbach's alpha is not a statistical test; it is a coefficient of reliability or consistency. The reliability coefficient is 0.70 or higher is considered acceptable in most social science situation. The result it was found that the reliability of the test was 0.744, it means that was considered reliable.

In this study the writer used paired sample t-test in analyzing the data. Paired sample t-test is a procedure used to compare the average of the two variables in one group. This analysis was also a useful means to carry out tests on two samples of relating or two paired samples. The most common experimental design is the pre and post design (Elcom, 2009). To find out

whether there is a significant difference between pretest and posttest mean scores of each group. To find out whether each group make any progress as a result of the oral test, a within group paired sample t-test will compute for each group.

FINDING AND DISCUSSION

In the pretest, the lowest score was 5 and the highest score was 17, and the mean score was 11.90, the standard deviation was 3.754 (table 6), and the score distribution at the table 7 show was very goods that in the pretest 0 student (0%) was very good category, 2 students (6, 67%) was good category, 20 students (66, 67%) were poor category; and 8students (26, 66%) were very poor category. The lowest score in the posttest was 10, the highest 24 and the mean score was 18.47, the standard deviation was 3.27, and the distribution in the posttest shows that in the posttest 0 students (0%) was is very poor category, 2 students (6,66%) was is poor category, 23 students (76,67%) were is good category; and 5 students (16,67%) were is very good category.

Based on the data collected from pre test and post test, the writer used paired sample t-test in SPSS 17

program to compare the result of pre test and post test. The mean or average of pre-test was 11.93 standard deviation of pre-test was 3.754, standard error mean was 0.685. And the mean or average of post-test 18.47, standard deviation of posttest was 3.277, standard error mean was 0.598.

The upper score was 8.219, the value of t-obtained was 11.368. At the significant level 0.05 for two tailed test degree of freedom (df) was 32. The average score of the students in the pretest and posttest was 6.5 67, the standard deviation was 3.380, the standard error mean was 0.6 17, while in level 95% confidence interval of the difference it was found that lower scores 5.304, the upper score was 7.829, the value of t-obtained was 10.640 at the significant level $p < 0.05$ for two tailed test degree of freedom (df) 29.

The students are taught writing procedure text by using storyboard is better than taught writing procedure text by using the traditional method, because it is easier for them to compose their own sentences quickly with focus on the clues and pictures on storyboarding. It

can be seen from the test results of analysis, the calculation indicates that the value of the score of t 10.640 and the value of degree of significant 5% is 2.045, 1% is 2.756. This means that there are significant differences in pretest and posttest teaching writing procedure text. In other word, it is proven that students score writing procedure text taught by using storyboard is better. It can concluded that use of storyboarding in teaching procedure text is quite effective. other word, it is proven that students score writing procedure text taught by using storyboard is better. It can concluded that use of story boarding in teaching procedure text is quite effective.

CONCLUSION

The writer concluded that the use of storyboard in teaching writing procedure text scored better. It can be seen from the data obtained the posttest results is higher than pretest. It could be argued that the teaching of writing to using storyboarding more applicable. In addition, the students strive to make writing the best.

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