# THE EFFECT OF MULTIMEDIA STORYBOARD TOWARDS STUDENTS' WRITING SKILL OF RECOUNT TEXT AT THE SECOND YEAR STUDENTS OF SMPIT AZZIZIYYAH

## A THESIS

*Intended to fulfill one of requirements for the awards of sarjana degree in English language teaching and education faculty*

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**CHAPTER I**

**INTRODUCTION**

In this chapter, the researcher would explain the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, objective of the problem, significance of the research, and definition of the key Terms.

**1.1 Background of the Problem**

English is one of the important languages in the world. It is one of the major languages used by the people world widely either as the first language or the second language. In English, there are four aspect of language such as; listening, speaking, reading, and writing skills. From those four skills, writing is a skill in which it can be used to communicate with others indirectly.

Writing is a crucial language skill that enables people to express their felling and thoughts. They use it to define themselves, clarify their knowledge and their ideas, to understand the problems that may face them as well as to find solutions.

Based on the curriculum of education unit, there is the topic that must be learnt by the students, it is writing skills. Writing is one of the difficult skills in English subject. By writing students can express their ideas in written form as medium to communicate. It also supported by Oshima and Hogue (2007) 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.

Every students in Indonesia got difficulties in learning English due to English as foreign language for them. English was not only difficult for students but also for adults. Many of Indonesian can speak English well but not in write text or paragraph in English.

SMPIT Aziziyyah Pekanbaru is one of the schools that use English for the students' guidance in teaching and learning process. Based on preliminary study of the researcher at SMPIT Aziziyyah around two month the researcher found some problems, some of the students have problems in learning English especially in writing. It can be seen from the following phenomenas:

The first problem began with the vocabulary. The students were limited of vocabulary to arrange a good sentence into paragraph. This problem was clearly seen in the teaching and learning activity, when the teacher instruct to retell their holiday in front of the class they afraid to do it, some of students were not know what the vocabulary of sweeping, racing, and sew. Limited vocabulary affected their skill in writing.

The second problem, mother tongues were used by the students in communication they just focused on their mother tongue. When they were spoken in the class room and schoolyard, they just used their mother tongue, they did not want to try to use English in communication and it was one of the factors that made it difficult for them to express their ideas in English.

The third problem was that the students rarely use dictionary in the learning process. In the first class, the teacher instruct them to bring a dictionary to make it easier for them to find a word they do not know, but they just ask the teacher or their friends for a word they do not know if they want to write a paragraph.

The last problem, the students thought that English was not important to them because the majority of environment was minangnese. They assumed that they would not go the other countries, so they just focus in their environment.

These problems can be influenced by some factor. Based on the researcher experience while teaching in SMPIT Aziziyyah pekanbaru, these problems come from the teaching technique that is used by the teacher. Sometimes, the English teacher used a boring teaching technique in teaching writing. The teacher just gives some explanation and exercises from the textbook. It makes the students less comprehended the materials, and the students cannot produce their own sentence in English.

However, learning writing is not easy for junior high school students, but they have to master this skill well to reach the goal of the learning. Over all the result of learning English especially in writing were still low, the teacher said that some of students at SMPIT Aziziyyah still had not reached the minimum criteria achievement for English major, it about 78 for second grade that had set by the school.

There are many purposes of writing actually, Hence, there are many kind of pieces of writing that can be written by students at school that has been set in

curriculum. One of the texts is recount text. Recount text is the text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Recount text means the form of the text telling about someone experience in the past, such the experience of the reader themselves like adventure and their day's activities. In this case, recount text is a good text to be used to exercise the students to like English. For junior high school in which, they need to master English especially to be implemented in their own life. By writing recount text, they learn how to tell their own life story at least.

In this case, the researcher suggested multimedia storyboard as an interactive and creative media in guiding the students in teaching learning process. There is some reason why using multimedia is really effective for students to write. The first is, by using multimedia storyboard the students will be guided to brainstorm the story they are going to write, then draw the beginning and the ending of the story. The second reason is multimedia storyboard can encourage learners to think creatively and critically by visualizing the story they are going to write in sequence. According to Johon Hart (2008) state that "storyboard is or picture story that describe a story in picture.

Those problems are the phenomenon at the eighth grade student of SMPIT Aziziyyah. From such complex problems, the researcher is interested in conducting a research integrating as experimental research by the tittle "**The**

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**Effect of Multimedia Storyboard towards Students' Writings Skill of Recount Text at the Second Year Student of Smpit Aziziyyah"**

**1.2 Identification of the Problems**

Based on preliminary study of the researcher conduct in July to August at SMPIT Aziziyyah in the teaching and learning activity, the researcher found some problems, one of the main problems is the involvement of the students in every activity in the writing class which remains low. It can be seen from the following phenomenon:

The first problem began with the vocabulary. The students were limited of vocabulary to arrange a good sentence into paragraph. This problem was clearly seen in the teaching and learning activity, when the teacher instruct to retell their holiday in front of the class they afraid to do it, some of students were not know what the vocabulary of sweeping, racing, and sew. Limited vocabulary affected their skill in writing.

The second problem, mother tongues were used by the students in communication they just focused on their mother tongue. When they were spoken in the class room and schoolyard, they just used their mother tongue, they did not want to try to use English in communication and it was one of the factors that made it difficult for them to express their ideas in English.

The third problem was that the students rarely use dictionary in the learning process. In the first class, the teacher instruct them to bring a dictionary to make it

easier for them to find a word they do not know, but they just ask the teacher or their friends for a word they do not know if they want to write a paragraph.

The last problem, the students thought that English was not important to them because the majority of environment was minangnese. They assumed that they would not go the other countries, so they just focus in their environment.

In this case, the teacher has to help the students to solve their writing skill problems.

## 1.3 Limitation of the Problem

Based on condition stated above, there are some problems that always faced by the students. The researcher focus on the students' writing skill, many students could not explore their ideas when the students must write or compose a paragraph. In this study, the problem will be solved by using multimedia storyboard as a media to developed students' writing skill.

## 1.4 Formulation of the Problem

Based on explanation above, the researcher formulates the research question as follow:

Is there any significant effect by apply Multimedia Storyboard towards students' writing skill recount text of the second grade students of SMPIT Aziziyyah Pekanbaru?

## 1.5 Objective of the Problem

The objective of this research is to know whether there is any significant effect of multimedia storyboard toward students' writing recount text of the second grade students of SMPIT Aziziyyah Pekanbaru.

## 1.6 Significance of the Research

1. For the English teacher :

The researcher hopes that the output of the study will be useful to give contributions of developing English teaching especially in teaching writing recount paragraph, and the researcher hopes teacher can use multimedia storyboard as an alternative method in teaching writing process. It encourages the teachers to develop their creativity to improving teaching learning process.

2. For student

The writer hoped that the use of this media in teaching process of writing, the students will get a new spirit, and new imagination for their writing. So they can improve their

3. For the researcher

The researcher will get many experiences and knowledge about the study and it will be use full in the future. The result of this research can be used as a starting point of teaching and learning activities in writing class.

## 1.7 Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are defined as following:

A. Writing skill

Supported by Oshima and Houge (2007) Writing is student skill due to express and arrange their idea and feeling into written form clearly.

B. Recount Text

Supported by Knapp (2005) Recount text is a text which retells the activities or events that have occurred. The purposes of recount text are entertains.

C. Multimedia storyboard

Multimedia storyboard is sketch or picture story that describe a story in picture, Johon Hart (2008)

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Relevance Theories

There are several concepts that are going to discuss in this chapter. First the writer present the concept of writing, concept of recount text, multimedia storyboard, teaching writing recount text through multimedia storyboard, relevance studies, conceptual frame work and hypothesis of the research.

## 2.1.1 Concept of Writing

Many experts have defined the definition of writing. Writing is a kind of skill that expects the students to produce a text by using English. They have to write about what they think in their mind and state it by using the correct procedure. There are several definitions of writing that can be studied. Supported by Rugaiyah (2014) writing is considered to be the most complicated skill because in writing, the researcher should be able combine and express his or her opinions in good written forms, it means the researcher should not ignore the language components such as structure, vocabulary, and spelling because the content of writing can be understood if those language components are written in correct forms.

According to harmer (2004) writing process has four elements, such as planning, drafting, editing, and final version. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of

genres, and then these elements have to be present in learning activities. It means writing is a way to produce language and express idea, feeling and opinion based on those forth elements. According to Nunan (2005) also defines that writing is the process of thinking to invent ideas, thinking about how to express into goodwriting, and arranging the ideas into statement and paragraph clearly. Based on that statement it means in writing people think about what they are going to write and how to make the idea become clearly.

From the definition above, it can be concludes that writing is a people's skill to get information, communicate each other and a process to make a good sentences. Writing is not only an activity of arranging words into sentences, but also when people write, they should organize some interesting idea in written form that sure by using good elements in writing.

In producing good composition of text in writing, it goes through many stages before it is finished. Although no two writers approach writing in exactly the same way, they generally follow six series of action as stated by Oshima and Hogue (2007). The steps are:

1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. There are several technique you can use to get ideas, one of them is listing, listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind

2) Organizing

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic and told the main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough drafts as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all. This is just a rough draft you will fix the errors later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

4) Revising and editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work in the smaller issues of grammar, punctuation, and mechanics (editing).

5) Write a final copy

After finishing the revision, the writer of the composition can make the final copy. Focus on grammar, word choice, verb forms, punctuation, and spelling. If the writer has received its work, the writer can edit it. The writer can use dictionary and any other reference. For more better, the writer can read its paper

more than once. In the paper, the writer may find all its work and corrections, this draft should represent the writers' good effort. The writer can do proofreading after this. Proofreading means carefully examine the final copy again. Read through the paper slowly. If done, the writer of the composition should make a new clean copy, and it will be the final and the best draft.

Writing components are the combination all of kind of elements that will built a good writing. Someone who wants to write must consider components of writing. According to Brown (2007) there are five component of writing, there are:

1. Content

   It includes thesis statement, related ideas, development of ideas, and development if ideas through personal experience, illustration, facts and opinions.

2. Organization

   It include the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

3. Vocabulary

   It includes the effectiveness of choice word in writing that have meaning but corresponding with the topic or the ideas choose.

4. Grammar

   It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses,and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

   It includes spelling, punctuation, and citation of references, neatness and appearance.

   By seeing the statement above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to brown opinion that aspect of writing are content, organization, vocabulary, grammar, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

## 2.1.2 Concept of Recount Text

Supported by Knapp (2005) recount text, basically it is written out to make a report about an experiences of a series of related event. A recount is written out to inform an event or to entertain people. According to Hyland (2004) the generic structures of recount text are:

1) Orientation

   Orientation is function as the setting and to introduce participants, it informs the reader about the place, the time, and the activity that was happened.

2) Event

   Event is time orders tell the sequence of some activities that was happened.

3) Re-orientation

   Reorientation is an optional which function to close a recount text, it also in the form of concluding sentences.

Based on Boardman (2008), the language features usually found in a recount text are:

a. Use of nouns and pronouns to identify people, animals or thing

b. s involved.

c. Use of past action verbs to refer the events.

d. Use of past tense to located events in relation to speaker's or researcher's time.

e. Use conjunction and time connectives to sequence the event.

f. Use of adverb and adverbial phrases to indicate place and time.

g. Use of adjectives to describe nouns.

According to UC High School Kaleen writing handbook 2011, recount text is classified into three, they are:

1. Personal recount

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oralanecdote, diary entry). Language features of personal recount are:

a) Use of first pronoun (I, we).

b) Personal responses to the events can be included, particularlyin the end.

c) Details are often chosen to add interest or humour.

2. Factual recount

Factual recount is a recount that records the particulars ofan accident. (E.g. report of a science experiment, police report,news report, historical recount). Language features of factualrecount are:

a. Use of third person pronouns (he, she, it, they).

b. Details are usually selected to help the reader reconstruct theactivity or incident accurately.

c. Sometimes the ending describes the outcome of the activity(e.g. in a science experiment).

d. Mention of personal feelings in probably not appropriate.

e. Details of time, place, and manner may be need to be preciselystated (e.g. at 2.35 pm, between John st, and Park rd, the mandrove at 80 kbp)

f. Descriptive details may also be required to provide preciseinformation (e.g. a man with a red shirt, brown shoes and longhis, weighing 75 kilos and approximately 189 cm tall).

g. The passive voice may be used (e.g. the breaker was filled withwater).h. It may be appropriate to include explanations and satisfactions..

3. Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g.story of Titanic )

### 2.1.3 Multimedia Storyboard

Multimedia is the combination some of medium such as video/ audio, animation, sound effect, hyperlink and selected pictures based on the learning topic. Supported by Glebas (2009) Multimedia storyboard is a plan for the visualization of the story, it means that by using multimedia storyboard can brainstorming the story that they are going to write in sequence.

Learning through multimedia is learning that is designed by using various media concurrently such as text, pictures, and so on all of which work together to accomplish the learning goals that have been formulated before. Each class room around the world has some learning resources to support classroom teaching and learning. Teachers need some media to help them effectively teach the students. In the meantime, students need the media to understand easily learned concepts. There are various media that the teachers use in order to teach more effectively.

According to Smaldino (2005) there are six media that can be used in teaching and learning activity, those are explained as follow:

a.  Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.

b.  Audio, refers to the learning media that cover everything that we can hear. It can be in the form of a person' voice, music, mechanical sounds, and noises.

c. Visual media are highly used to promote learning they will include diagrams on poster, drawing on chalked board, phothographs or pictures, graphics in book, cartoons, and so on.

d. Motion media, they are media that show motion including video-tape, animation, and so on.

e. Manipulative, three dimensional media which can be touched and handled by the students.

f. People, this includes teachers, students, or object-matter experts.

Based on the kinds of media mentioned previously, it can be inferred that multimedia storyboard can be one of effective media to improve students' writing skill, because the picture, and text in the multimedia storyboard can motivate and give information for the students. According to Anastasia and Hafizh (2013) multimedia storyboard as an interactive and creative media in guiding the students in the teaching process, multimedia storyboard conducts the students through the series of picture in bringing up the students ideas' to write what they have seen in storyboard.

Supported by Dewi Nasri (2016) that 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. It means that storyboard is a plan for real by using visualizing in picture form based on the set of plans. Supported by Dewi Nashri (2016) In applying storyboard there are some procedures must be followed :

a. It is started by dividing plain pieces of while construction paper into many section.

b. Help the student to brainstorm the story that is given by drawing the beginning and the ending of story in the first and last section of paper.

c. After they brainstorm the story, the students are asked to fill in remaining section in sequence and check the first draft.

d. Ask the students to create final draft of the story by connecting the sentences and the picture/ sketch in good sequence.

(Clabough, 2011) By applying storyboard in writing learning process there are some advantages that can be caught by the teacher and student also, such as :

1) By using storyboard students can convey meaning of a story in chronological order.

2) Demonstrate their understanding of the material by retelling the story through a combination of words and imagery,

3) Can be alternative way that a teacher can use for students that struggle with literacy and writing skill.

According to the opinion above, we know that multimedia is so useful in the process of teaching and learning process, generally multimedia storyboard is useful to make easier between teacher and students, so the students can study optimally.

## 2.1.4 The Example of Multimedia Storyboard

The example of multimedia storyboard:
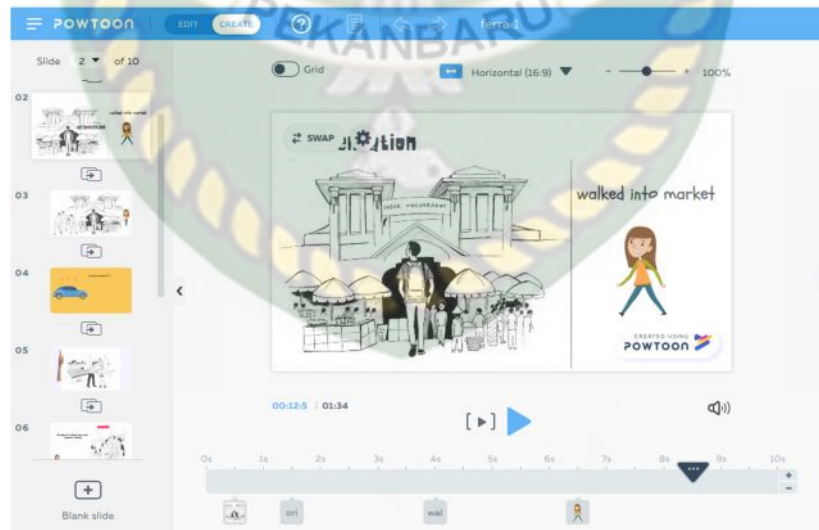


**Figure 2.1 The Example of Recount Text**



**Figure 2.2 The Example of Multimedia Storyboard**

For the first picture there are slide related to the material about recount text that would be delivered by the teacher (Figure 2.1). While the second picture

(Figure 2.2) is the example of multimedia storyboard used to improve the students' writing skill.

**2.1.5 Teaching Writing Recount Text through Multimedia Storyboard**

Teaching writing for students of junior high school is one of the important things that have to be done well. It is because English is one of the compulsory subjects that have to be taught for students of junior high school level. Learning English in junior high school is aimed at making the students gain the functional level that is to communicate written and orally in solving daily problems. One scope of English learning at junior high school is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative and recount (Dependiknas 2006). These three genres are taught in the second junior high school, especially recount text.

In the teaching learning process the researcher applied cooperative technique. According Jolliffe (2007) cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. In this research, the researcher analyzed the skill of writing recount text of the eighth grade students of SMPIT Aziziyyah Pekanbaru by using multimedia storyboard. There were some steps that have done by the teacher in applied multimedia storyboard. Supported by Anastasia and Hafiz (2013) there some process in learning activity

The teachers have to consider some preparations before they start the classroom activity in order to make the teaching and learning process run well.

The good preparation will achieve the successful of teaching and learning process. Besides, it also helps teacher to be more confident in the teaching process as well. The preparations are:

1. The teacher prepares in-focus, laptop, and speaker in the classroom.

2. The teacher  make a lesson plan

3. The teacher choose the topic based on the current curriculum and create an interesting multimedia storyboard.

4. The teacher selects the teaching materials that are suitable for the level of the students.

5. The teacher choose appropriate technique of teaching ( cooperative technique)

After the teacher considers some preparations, there are processes in learning activity:

Before start the first step there is pre-teaching, teacher greets and check student readiness to start the lesson. Greet the students is important in order to know the students are. Then the teacher show a short slide presentation related to the topic of recount text. The slide presentation uses to active the students' background knowledge of the field. Besides, it can attract students' motivation to start the lesson. After watching a slide presentation, the teacher takes one picture in the slide presentation and shows it to the students. Teacher leads the students to discuss about the picture in that slide presentation just for a few minutes.

The first step is exploration, in recount text there are three main things which are proposed to be retell the orientation, events and re-orientation. The material is recount text about "holiday at the beach". In this step, it will be better to recall the students' comprehension about the purpose, generic structure and it language features of recount text. The example of materials presentation can be described in figure 3.
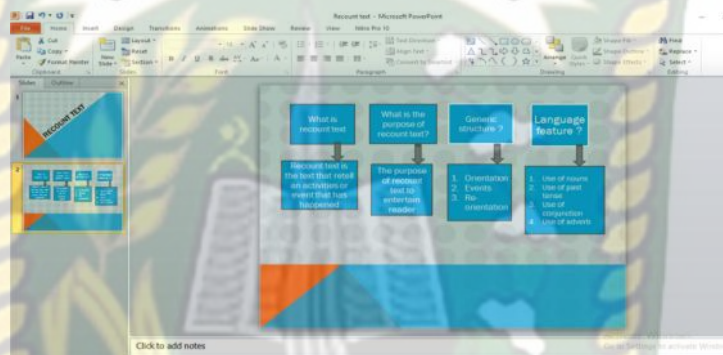


**Figure 2.3 The Example of Material**

Then, the teacher explains the material under the topic "holiday at the beach". There are three main points involved the topic, these points help the students to be aware about what they are going to write as an orientation, events, and re-orientation. This explanation is hoped to be well guided in bringing the students' idea write they have seen visually.

The second step is questioning, in this stage the teacher asking the students about their last holiday, with the guidance and direction of the teacher, students asking about the generic structure, the purpose, language feature of the recount text.

The third step is elaboration, when explaining the generic structure the teacher can start asking about students' holiday in the past. After that the teacher can make a correlation between students' experiences with the multimedia storyboard that has been showed to the students it. The teacher leads the students to brainstorm about the picture on multimedia storyboard, after that the students can add words code in every sequence of the picture.

The fourth step is associating, in this stage the teacher divides students into several groups.

The fifth steps is confirmation, the teacher presents one model of recount text. In this stage, the teacher discuss the text what that has explained before. Then the teacher gives a task to create their own writing as looking at the multimedia storyboard.

The last step is post teaching. In this part the teacher gives feedback and evaluation to their activity reflecting students' writing. The teacher concludes the lesson. It is done in order to give students the summation of material so that they know the extraction of the material given. It helps them to focus on the lesson to build a framework related to the concepts of recount text.

## 2.2 Relevance Studies

The writer presented the previous researcher that dealing this to develop the original analysis. The writer found some pervious research that based on this research. The first study is the research of Riskiani (2014) conducted a research with the title: the use of multimedia storyboard in teaching writing recount text of

the eight grade student of MTs N 1 Kudus in academic year 2013/2014. Based on the study above, it is mentioned that multimedia storyboard is effective to improve students' writing skills. She found that there is any significant effect to increase an active student learning in English after applied multimedia storyboard. The result of the research, the student looked that they are interested to ask about the material while the teacher explaining the material. Overall the research by Riskiani almost the same as my research, the difference only the population, she used one class for the research while I am going to used two class for the population research.

The second is Nashri's research (2016) conducted a research with the title: using storyboard towards student's 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 design of this research is quasi experimental research. In collecting the data, the writer used instrument of writing test. Based the data analysis, it was found that the result there is a significant influence of using storyboard towards student's narrative text writing ability and the result showed that storyboard made the student become more active and enthusiastic in writing. It can be read the Sig 0.047 and $= 0.05$. It means ha is accepted because Sig $<$ $= 0.05$. therefore, there is significant influence.
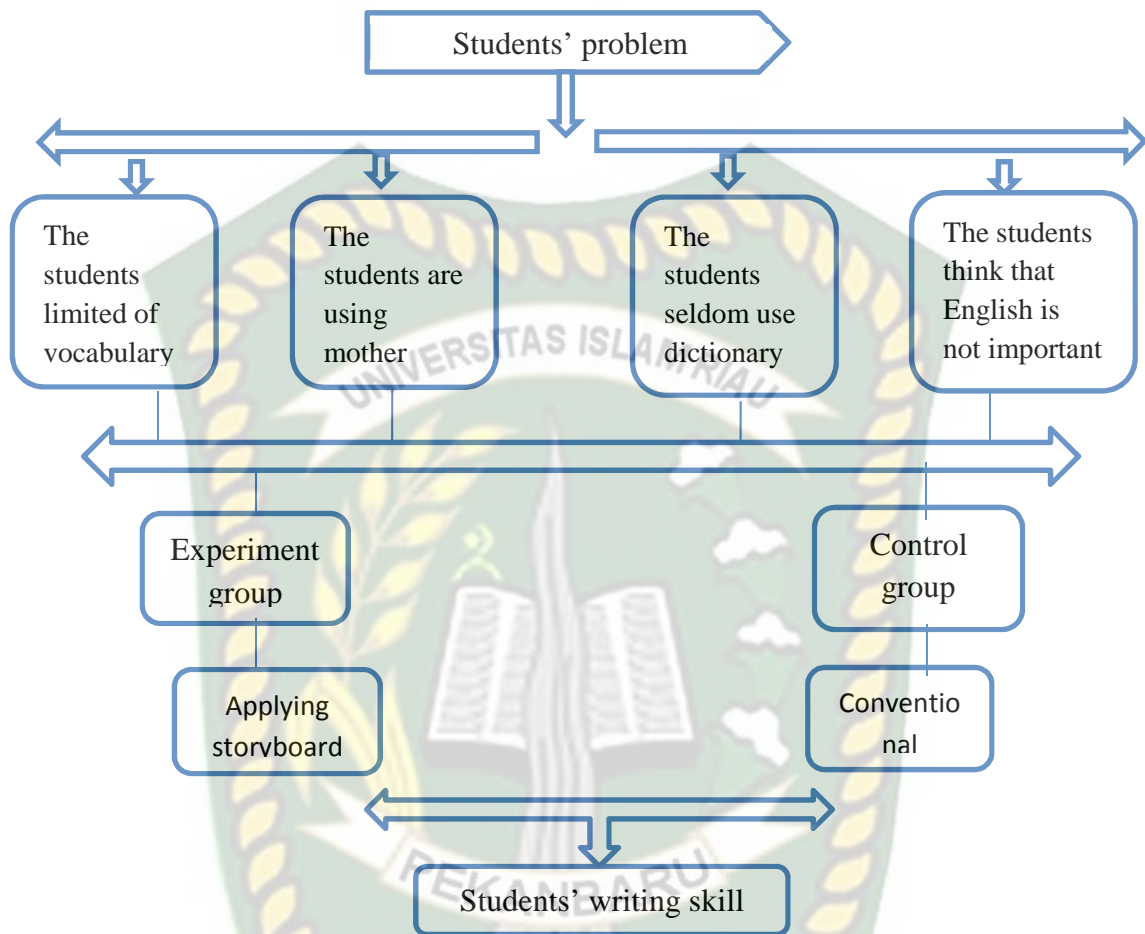
Meanwhile, There are differences from dewi's research with mine, in the first meeting the students were taught through storyboard technique in the experimental and control class while me, in the first meeting the student were

taught through conventional technique in the both of the class to know how far their comprehension about writing recount text.

The third is Prabha (2014). The influence of creating storyboard on the writing ability of the eight grade student of SMPN 3 Tampaksiring. This present study used a pre-experimental research. This researcher furthermore showed the students' changing behavior and attitudes changed positively concerning the technique applied related to the teaching and learning media, it can be stated that there was significant influence of creating storyboard on the students writing ability and positively using teaching and learning media, as it can be seen that t-observed (10,58) >t-value (2,030).. There is a different part from our research, in his research he used one class pretest posstest design, in one group pretest posstes design are observed two time points, first before the treatment and second after the treatment.while mine, I am goin to use two class pretest posstest design.

The forth is Janah (2016) conducted a research with the title: improving students' ability through storyboard. The researcher used classroom action research. The researcher found that storyboard learning technique is able to improve English students ability in writing recount text and there improvement of the students' activeness in writing activity.  It can be stated the hypothesis of the research is able to be accepted. The different part between that research and mine are in the collecting data, her data were obeservation, questionaire, and documents. While mine only writing test.

## 2.3 Conceptual Framework



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              │  Students' writing skill  │
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## 2.4 Hypothesis

In order measure answer the problem in this research, the researcher make hypothesis as follow:

1. Null hypothesis (Ho):

   There is no significant effect of multimedia storyboard to students in writing skills.

2. Alternative Hypothesis (Ha):

   There is a significant effect of multimedia storyboard to students writing skill.

# CHAPTER III

## RESEARCH METHODOLOGY

This chapter presents about research design, location and time of the research, population and samples of the research, instrument of the research, teaching procedures, data collection technique, and data analysis technique.

### 3.1 Research Design

In this study, the writer used quantitative research because there would be some statistical calculation to calculate the data. Furthermore, the researcher used experimental design as a method because she tried a new medium in teaching writing recount text by using multimedia storyboard in the classes.

Supported by Cresswell (2009) stated that experimental research is the traditional approach methodologies that the researcher can used, experimental is the best way to establish cause and effects relationship among variables. In the case of this research, the researcher selected two classes which applied two different dependent variables one as experimental class and another as control class.

The experimental research was be taught the students by using multimedia storyboard to students' writing skill of recount text. The writer used two variables in this research. They are: multimedia storyboard as a variable X, and students' writing skill of recount text as a variable Y. In experimental class, the writer gives pre-test, treatment, post-test in the classroom activity.

Supported by Fraenkel and Wallen (2007) state that a variable is a concept a noun that stands for variation within a class of objects. The researcher took two classes, one class functions as experimental class that would the treated by using multimedia storyboard on students' writing skill of recount text and the other one as control class which would be treated by using conventional way. Type of research can be designed by using the following table:

**Table 3.1 Research Design**

| X | Z | Y |
|---|---|---|
| Multimedia story board | ←→ | Student's skill of recount text |
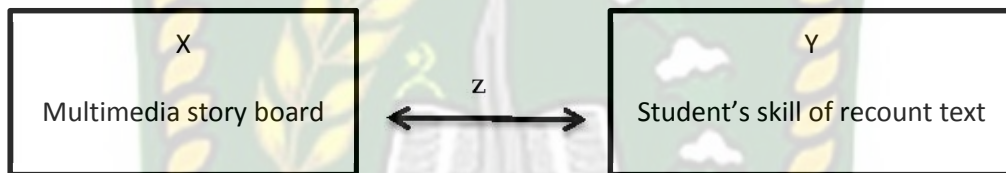
Where:

X                    : independent Variable

Y                    : dependent variable

Z                    : the process

## 3.2 Location and Time of the Research

This researcher conducted at SMP IT Aziziyyah Pekanbaru in second semester year 2018/2019 around three week. The reason of choosing this location is because the students of SMP IT Aziziyyah Pekanbaru have lack on writing skill base on the observation while practice teaching (KPLP) around two months ago. The time of this research will be on June 2018.

### 3.3 Population and Sample of the Research

### 3.3.1 Population

Population is the large group about which the generalization is made (Ary 2010). The population of this research will be the second year students of SMP IT Aziziyyah Pekanbaru. There are 85 students from 3 classes. Population is an entire group of must be defined specifically and unambiguously. The population is very important in a research because it will be impossible for a researcher to collect data requires in research. The population of the research showed in the table below:

**Table 3.2 Population of the Research**

| Class | Population |
|-------|-----------|
| $VIII^1$ | 30 |
| $VIII^2$ | 25 |
| $VIII^3$ | 25 |
| **Total** | **80** |

### 3.3.2 Sample

The technique of selecting the sample is going to simple random sampling. According to Gay (2000), simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection of the sample. The sample of the research are going to divided into two groups. The first group is going to be experiment class, it consists of 25 students from $VIII^2$ and the other one is going to be

control class that consists of 25 students from VIII[3] , So the researcher takes 50 students as the sample.

## 3.4 Instrument of the Research

Instrument that will be use in this research is a writing test. The writer will instruct the students to make a short paragraph of recount text. The material is recount text from English book that is used in second years of junior high school in SMPIT Aziziyyah Pekanbaru and from the other source that related to the recount text

To get the scores of students writing skill, the researcher is going to use dependent sample t-test, by using written test. The students have to make recount text. There are some criteria and the table of scoring rubric could be as bellow:

**Table 3.3 Scoring rubric of writing:**

| Component of writing | Score | Indicator | weighting |
|---|---|---|---|
| Content 30% -Topic -Details | 4 | The topic is complete and clear, the details are relating to the topic | 3 x |
| | 3 | The topic is complete and clear but the details are almost relating to the topic | |
| | 2 | The topic is complete and clear but the details are not relating to the topic | |
| | 1 | The topic is not clear and the details are not relating to the topic. | |
| Organization 20 % -Orientation -Event - Re- orientation | 4 | Well organized and perfectly coherent, the composition contains complete generic structure of recount text. | 2 x |
| | 3 | Fairly well organized and generally coherent, the composition contains two generic structures of recount text (one of the generic structure components is | |

| | | | |
|---|---|---|---|
| | | missing) | |
| | 2 | Loosely organized, the composition only contains one generic structure of recount text (two of the generic structure of component are missing) | |
| | 1 | Ideas disorganized, lack logical sequencing, the composition does not contain any generic structure of recount text (all of generic structure component are missing) | |
| Vocabulary 15 % | 4 | Effective choice of words and word forms | |
| | 3 | Few misuse of vocabularies, word forms, but not change the meaning | 1,5 x |
| | 2 | Limited range confusing words and word form | |
| | 1 | Very poor knowledge of words, word forms, and not understandable | |
| Grammar 20 % -Use past tense | 4 | No errors, full control of structure | |
| | 3 | some errors, good control of structure | |
| | 2 | Many errors, poor control of structure | 2 x |
| | 1 | Dominate by errors, no control of structure | |
| Mechanic 15 % -Spelling -Punctuation -Capitalization | 4 | It issues correct spelling, punctuation and capitalization. | |
| | 3 | It has Occasional errors of spelling punctuation, and capitalization | 1,5 x |
| | 2 | It has frequent errors of spelling, punctuation, and capitalization | |
| | 1 | It is dominated by errors of spelling, punctuation, and capitalization | |

In order to analyze the data to find out the level of students' mastery in writing recount text by using multimedia storyboard, the writer used the following formula:

31

$$TS = \frac{3C+2O+1,5V+2G+1,5M}{40} \times 100$$

TS = Total score

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanic

The data description of the students' test score would be classified into six criteria. According to Rugaiyah (2014) the criteria of measuring the test score as follows:

**Table 3.4 the Classification of Students' Score**

| Score | Classification |
|---|---|
| 90-100 | Excellent |
| 80-89 | Very Good |
| 70-79 | Good |
| 60-69 | Fair |
| 0-59 | Poor |

**3.5 Teaching Procedures**

In this research, the researcher use cooperative learning and planned to apply multimedia storyboard to improving student's skill in writing at the second

year students of SMPIT Aziziyyah Pekanbaru. Before the researcher start to teach, she prepared all of the materials based on teaching writing by using multimedia storyboard. It covered preparing the lesson plan, preparing the materials and preparing the scoring rubric as guidance for the teacher in conducting her teaching activities in the classroom. Teaching procedure by using cooperative learning Jolliffe (2007):

**Table 3.5 Teaching Procedures**

| Meetings | Material | Treatment |
|---|---|---|
| I | Pre-test ( the thief at traditional market) | • In the first meeting, the teacher is going to give pre-test to know the basic knowledge of the students in writing recount text. |
| II | Treatment 1 experimental group ( holiday at the beach) | • In the second meeting the teacher explained about recount text such as model of text related to the material will give to the students. The purpose of the recount text, the generic structure of recount text, and language feature of recount text. <br> • All of students organized the idea about the topic and discuss it together <br> • All of students, cooperation to identify, analyze and formulate the problems found. |
| | Treatment 1 control group (holiday at the beach) | • In the second meeting the teacher explained about recount text such as model of text related to the material will give to the students. The purpose of the recount text, the generic structure of recount |

| | | |
|---|---|---|
| | | text, and language feature of recount text<br>• All of students observe, discuss and write the material.<br>• All of students, cooperation to identify, analyze and formulate the problems found. |
| III | Treatment 2 experimental group (my experience watch at cinema) | • Next meeting, the students will divided into several groups.<br>• In this stage, the teacher will be gave the topic by using multimedia storyboard.<br>• Teacher show several sentence in past tense form<br>• Teacher explained about past tense<br>• Teacher asked the student to discuss about past tense<br>• All of students observe, discuss, and write the material that given by the teacher<br>• After they understand, the teacher gave instruction to make a recount text by using multimedia storyboard. |
| | Treatment 2 control group ( my experience watch at cinema) | • Next meeting, the students will divided into several groups.<br>• In this stage, the teacher will be gave the topic by using conventional method.<br>• Teacher show several sentence in past tense form<br>• Teacher explained about past tense<br>• Teacher asked the student to discuss about past tense<br>• All of students observe, discuss, and write the material that given by the teacher.. |

| | | |
|---|---|---|
| | | • After they understand, the teacher gave instruction to make a recount text. |
| 1V | Treatment 3 experimental group (trip to the zoo ) | • Next meeting, the students will divided into several groups. <br> • In this stage, the teacher will be shared the different topic of recount text by using multimedia storyboard. <br> • Teacher show several pictures on multimedia storyboard related to the video. <br> • Teacher explained about using adverb of time (Yesterday, Last week, a year ago <br> • All of students observe, discuss, and write the material that given by the teacher <br> • After they understand, the teacher gave instruction to make a recount text. |
| | Treatment 3 control group (trip to the zoo ) | • Next meeting, the students will divided into several groups. <br> • In this stage, the teacher will be shared the different topic of recount text by using conventional method to the students as the material that will be discuss. <br> • Teacher explained about using adverb of time (Yesterday, Last week, a year ago <br> • All of students observe, discuss, and write the material that given by the teacher <br> • After they understand, the teacher gave instruction to make a recount text. |

| V | Treatment 4 experimental group ( play at the beach) | • Next meeting, the students will divided into several groups. <br> • The teacher is going to give the example of recount text by using multimedia storyboard. <br> • All of students observe, discuss, and write the material that given by the teacher. <br> • After they understand, the teacher gives instruction to make a recount text by using multimedia storyboard. |
| | Treatment 4 control group (play at the beach) | • Next meeting, the students will divided into several groups. <br> • Next meeting, the teacher is going to give the example of recount text by using conventional method. <br> • All of students observe, discuss, and write the material that given by the teacher. <br> • After they understand, the teacher gave instruction to make a recount text. |
| VI | Post-test ( the thief) | • The last meeting, the teacher will be explain the previous material, and give the post-test to make a paragraph from the topic that given by the writer. |

## 3.6 Data Collection Technique

In this part the writer will conduct several steps to collect the need before doing the research. The writer does some activities as follows:

1) Asking permission to the headmaster of SMPIT Aziziyyah Pekanbaru by bringing the letter from faculty. Then, the researcher introduces the writer to the English teacher. After that, the writer asked the English teacher to allow the writer to do the research.

2) Choosing two the class of the eighth grade students SMPIT Aziziyyah Pekanbaru, the first class is experimental group and the second class is control group.

3) Preparing the material of teaching process. There are six materials that will be used in teaching recount text by using multimedia storyboard. The first title is the thief at traditional market, second title is holiday to the beach, third is my experience watch cinema, fourth is trip to zoo, fifth is play at the beach and the last is the thief at traditional market.

4) Coming into classroom on English schedule to give pre-test to find out the skill of writing recount text of the eight two class and eight three class in SMPIT Aziziyyah Pekanbaru before being taught by using multimedia storyboard.

5) Coming into the classroom on the next schedule to do the treatment to improve the students' skill writing recount text of the eight two class student of SMPIT Aziziyyah Pekanbaru by using multimedia storyboard.

6) In the last meeting, the researcher gave the post-test to find out the student skill of writing recount text of the experimental and control class in SMPIT Aziziyyah Pekanbaru.

7) Collecting pre-test and post-test sheet that has been done by the students as the data to be analyzed. And then, finding the difference of result teaching writing recount text of the eight grade students in SMPIT Aziziyah Pekanbaru before and after being taught by using multimedia storyboard.

**3.7 Data Analysis Technique**

The researcher will use dependent sample t-test. The data was analyzed by using SPSS.24.0 version in order to find out the result of the students in writing recount text who are taught and  by using multimedia storyboard from their pre-test result to their post-test result.

**CHAPTER IV**

**RESEARCH FINDINGS**

This chapter presented the research findings dealing with the data analyzed and interpreted which have been taken from pre-test and post-test of two groups, control and experiment group. However, in this chapter showed the students score increased from pre-test to post-test of each group in order to find out whether there was a significant effect of multimedia storyboard towards student's writing skill at SMPIT Aziziyyah Pekanbaru.

**1.1 Data Presentations**

This research was conducted to know the effect of multimedia storyboard towards students' writing skill at SMPIT Aziziyyah. This finding was analyzed by comparing students' writing skill from pre-test and post-test result as following:

**4.1.1 Data Presentation of Pre-Test in Control Class**

The first analysis was the students' score of pre-test in control group which has done to know the skill of students' in writing recount text. The researcher presented the students' writing on pre-test, the result as follow; the highest average score was 75 and the lowest average score was 36. Moreover, in control class, the total score that 25 students was 1.377 and the average score they was 55.08 point. ( See appendix 9, page 116)

### 4.1.2 Data presentation of Pre-test in experimental class

The students' result in writing skill, especially in writing recount text in pre-test of experimental class, as follow; the highest average score was 84 and the lowest average score was 44. Furthermore, in experimental class, the total score that 25 students was 1.611 and the average score was 64.44 point. ( See appendix 10, page 118)

### 4.1.3 Data presentation of Post-test in control class

The students' result in writing skill, especially in writing recount text in post- test of control class, as follow; the highest average score was 75 and the lowest average score was 48. Furthermore, in control class, the total score that 25 students was 1.600 and the average score was 64.00 point. ( See appendix 11, page 120)

### 4.1.4 Data presentation of Post-test in experimental class

The students' result of writing, especially writing recount text in post-test of experimental class, as follow; the highest average score was 90 and the lowest average score was 59, furthermore, in experimental class the total score that 25 students was 1.829 and the average score was 73.16 point. ( See appendix 12, page 122)

### 4.1.5 The Increasing Students Mean Score of Pre-Test and Post-Test in Control and Experimental Class

Based on the calculation above, the researcher got the mean score of pre-test and post- test in control and experimental class. Furthermore, the increased of the

students score between control and experimental class can be seen the diagram bellow:
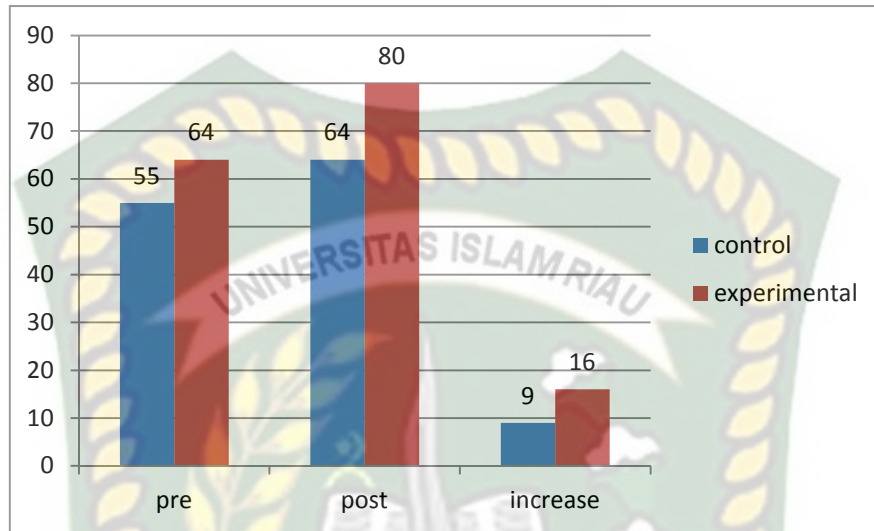


**Figure 4.1 the Increasing Students' Score of Pre-Test and Post in Control and Experiment Class**

From figure above, it can be seen the mean score of pre-test in experiment class was 64 and after the students was given the treatment using multimedia storyboard the mean score become 80. While the mean score of pre-test in control class was 55 and mean score of post-test was 64. It can be summarized that there was a significant effect of multimedia storyboard at SMPIT Aziziyyah.
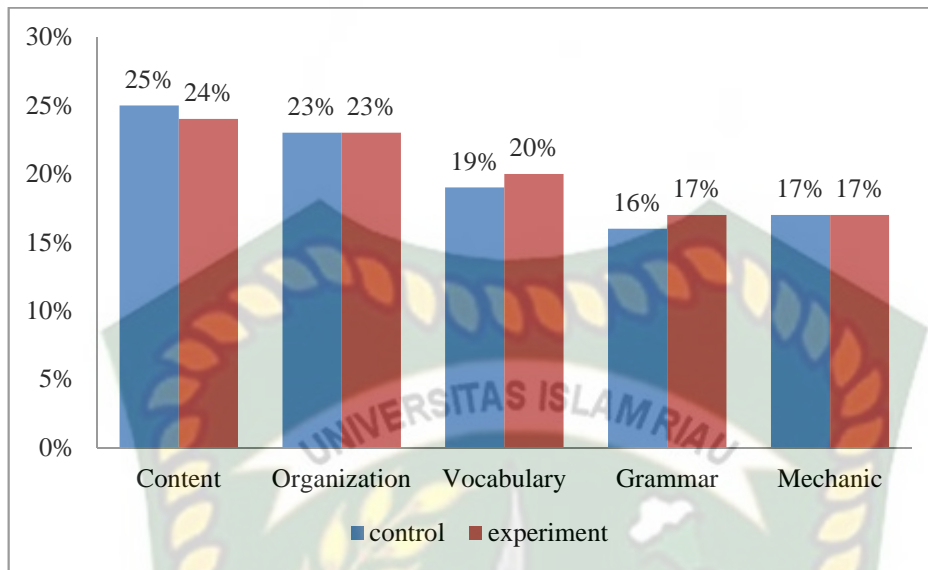
**Figure 4.2 aspects of writing achieved by the students**

Based on the figure above, in the control class show that there was 25% mastered in content, 23% mastered in organization, 19% mastered in vocabulary, 16% mastered in grammar, and 17% mastered in mechanic. While in the experimental class show that there was 24% mastered in content, 23% mastered in organization, 20% mastered in vocabulary, 17% mastered in grammar, and 17% mastered in mechanic.

From the data above, it can be summarized that students' at SMPIT Aziziyyah Pekanbaru were mastered in aspects of writing. It can be seen after treatment students able to apply the aspects of writing. In brief, in the control class every student was highest score in content, in the experiment class was highest score in content. On the other hand, for the next researcher should be mastered how to improve students' writing based on aspects.

**4.1.6 Comparison of Recapitulation Data between Pre and Post Control**

**Table 4.1 Descriptive Statistic Pre-Test and Post-Test Control Class**

| Descriptive Statistics | | | | | | | |
|---|---|---|---|---|---|---|---|
| | N | Minimum | Maximum | Sum | Mean | | Std. Deviation |
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| pre-test control | 25 | 36.00 | 75.00 | 1377.00 | 55.0800 | 1.88407 | 9.42037 |
| post- test control | 25 | 48.00 | 75.00 | 1600.00 | 64.0000 | 1.38082 | 6.90411 |
| Valid N (listwise) | 25 | | | | | | |

from the table above, it can concluded that mean of pre-test of control class is 55,08 and mean of post-test of control class is 64,00. From the data it can be concluded that there is difference in mean score both pre-test and post-test from control class.

**Table 4.2 Descriptive Statistic Pre and Post-Test Experiment Class**

| Descriptive Statistics | | | | | | | |
|---|---|---|---|---|---|---|---|
| | N | Minimum | Maximum | Sum | Mean | | Std. Deviation |
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| pre-test experiment | 25 | 44.00 | 84.00 | 1611.00 | 64.4400 | 1.96984 | 9.84920 |
| post-test experiment | 25 | 66.00 | 92.00 | 2022.00 | 80.8800 | 1.29784 | 6.48922 |
| Valid N (listwise) | 25 | | | | | | |

From the table above, it can concluded that mean of pre-test of experiment class is 64,44 and mean of post-test of experiment class is 80,88 from the data it can be concluded that there is difference in mean score both pre-test and post-test of experiment class.

**Table 4.3 Test of Normality of Experimental and Control Class**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Kelas | Statistic | Df | Sig. | Statistic | Df | Sig. |
| hasil belajar siswa | pre-test control | .099 | 25 | .200[*] | .984 | 25 | .945 |
| | post-test control | .132 | 25 | .200[*] | .969 | 25 | .611 |
| | pre-test experiment | .157 | 25 | .111 | .952 | 25 | .275 |
| | post-test experiment | .146 | 25 | .178 | .951 | 25 | .269 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

Tests of Normality

Table 4.7 demonstrate that the result of kolmogrov-Smirnov and Shapiro-Wilk.

1. If probabilities $> 0,05$ ( the data normal)

2. If probabilities $< 0,05$ ( the data not normal)

From the table above, it can be seen for test of normality in the control and experimental class based on kolmogrov-smirnov and Shapiro-wilk test the probabilities of (Sig) $> 0,05$. It can be concluded that both data were normal distribution.

**4.4 Table of Homogeneity Test**

| ANOVA | | | | | |
|---|---|---|---|---|---|
| hasil belajar | | | | | |
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 3561.680 | 1 | 3561.680 | 79.345 | .000 |
| Within Groups | 2154.640 | 48 | 44.888 | | |
| Total | 5716.320 | 49 | | | |

Referring to table 4.8 the result of homogeneity test using SPSS showed that Sig. was 0,000 which means that the score was greater than = 0.05. It can be concluded that the variance of both data were homogenous.

**Table 4.5 Paired Sample T- Test**

| Paired Samples Test | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
| Pair 1 | pre-test - post-test | -16.44000 | 7.28057 | 1.45611 | -19.44527 | -13.43473 | -11.290 | 24 | .000 |

Based on output SPSS 24 version above, paired sample t-test showed:

1. Ho: There is no significant effect of multimedia storyboard to students in writing skills.

2. Ha: There is a significant effect of multimedia storyboard to students writing skills.

If Sig. (2 tailed) > 0.05 Ho is accepted

If Sig. (2 tailed) < 0.05 Ha is accepted

Based on the data of SPSS above, it can be seen from the result Sig (2-Tailed) with probabilities 0,000. It can be summarized that Ha is accepted because 0,000 < 0.05. In brief, it means there is a significant effect of multimedia storyboard. On the other hand, it can be compared $t_{table}$ and $t_{calculate}$. It can be read:

If $t_{calculate} > t_{table}$ Ha is accepted

If $t_{calculate} < t_{table}$ Ho is accepted

On the other hand, from the data can be seen that $t_{calculate}$ obtained 11.290 will be compare to $t_{table}$ df= 24 to compare either at level 5% is 2,064. It can be concluded that $t_{calculate}$ is higher than $t_{table}$ in other word it can be read 11.290 > 2,064. Based on the score the researcher concluded that Ho is rejected and Ha is accepted, in brief, there is significant effect of multimedia storyboard at SMPIT Aziziyyah Pekanbaru.

**4.2 Data interpretation**

In this discussion was focused on the result of the researcher and the data analysis which is the effect of multimedia storyboard of students' writing skill.

It can be analyzed that the increasing of students' writing in the experimental class which was taught by using multimedia storyboard. The mean score of experiment class was 80,88. On the other hand, the control class was 64,00 . In brief, multimedia storyboard increased students' score in writing.

Moreover, the score of observed statistic (tc) and (tt) in the significant of 5% is 2,064. In brief, null hypothesis was rejected and the alternative hypothesis was accepted.

## 4.3 Hypothesis testing

From the calculation of the analysis by using SPSS 24 Version, it is found that t-table is 2,064 at the level significant 5% and $t_{calculate}$ is 11.290. $T_{calculate}$ is higher than $t_{table}$. In other word it can be read $11.290 > 2,064$. Based on the score, the researcher concluded that Ho rejected and Ha accepted, it means that there is significant effect of multimedia storyboard at SMPIT Aziziyyah Pekanbaru.

# CHAPTHER V

# CONCLUSION, SUGGESTION, AND IMPLICATION

## 5.1 CONCLUSION

Based on the result of data analysis, research findings, and discussion on the previous chapter, the researcher concluded that from the mean score of pre-test experimental group was 64,44 and pre-test control group was 55.08. The mean score of post experimental group was 80.88 and post-test of control group was 64,00. It can be conclude that by using multimedia storyboard gave any significant effect towards students' writing skill at SMPIT Aziziyyah Pekanbaru.in brief, there was significant effect between control and experiment group, and the mean score of experiment group has reached the minimum criteria achievement.

## 5.2 SUGGESTION

Base on explanation in previous chapter, the researcher presented a suggestion are:

1. For the students

   The students should be more active, not nervous, and not afraid of making mistakes during teaching and learning process, especially in the writing class

2. For the teacher

   The teacher can use multimedia storyboard as medium in teaching writing skill on recount text to stimulate students to write their ideas into a good paragraph.

3. For the other researcher

   This thesis can be a reference for other researcher to conduct the next research on the same field.

## 5.3 IMPLICATION

From the conclusion about, it is known that multimedia storyboard on the students' writing at SMPIT Aziziyyah Pekanbaru, it can be seen from the data, before giving treatment students got low score, therefore, after applied the treatment students' writing increase to0be better than before.
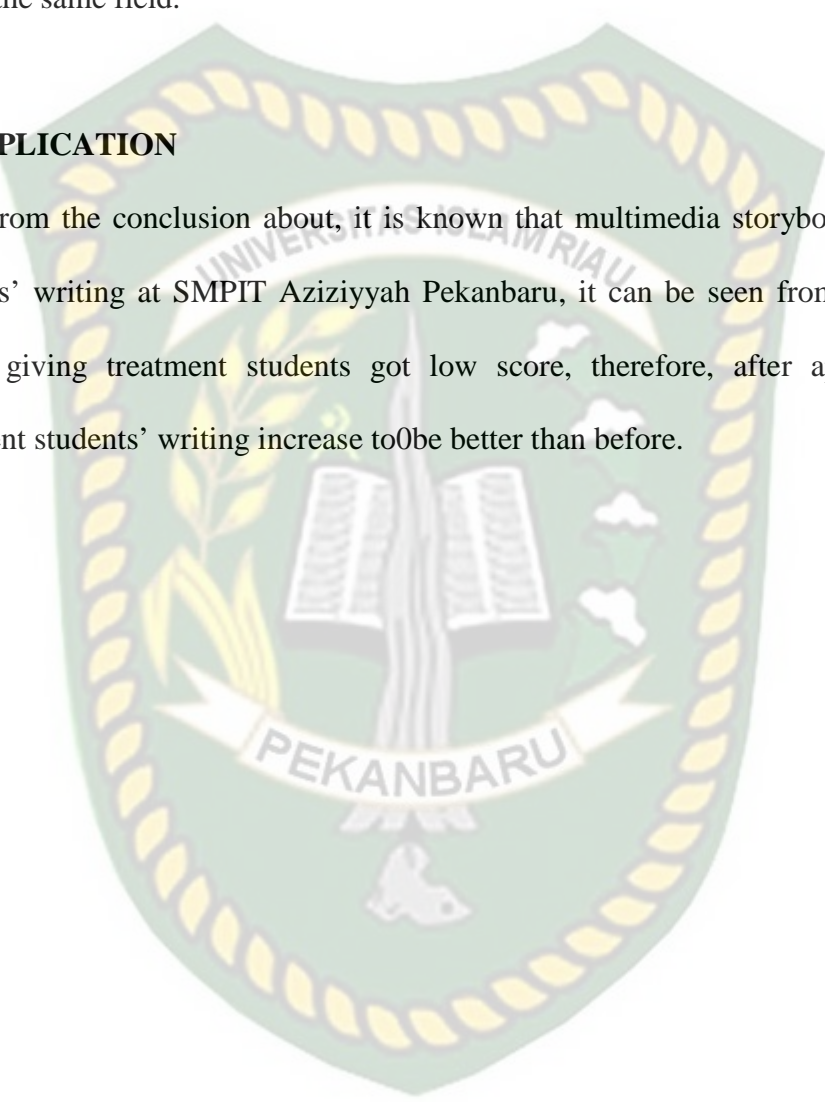
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