

**USING THE MULTIMEDIA STORYBOARD  
IN TEACHING WRITING A DESCRIPTIVE TEXT TO  
JUNIOR HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements to Obtain  
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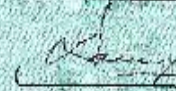
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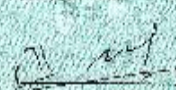
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## ABSTRAK

**Anastasia, Idolla. 2008. Using *Storyboard Multimedia* to Motivate Junior High School Students' in Writing a Descriptive Text. *Makalah*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Media pembelajaran memiliki peran penting dalam hal meningkatkan kemampuan siswa dan memotivasi serta mencegah kebosanan siswa dalam mengikuti proses belajar mengajar serta memperkuat pemahaman siswa ke dalam konteks nyata. Tidak tersedianya media yang menarik serta dapat meningkatkan kemampuan dalam memotivasi siswa dalam proses belajar dapat mengakibatkan proses pembelajaran yang tidak efektif. Salah satu solusinya adalah dengan menggunakan *multimedia storyboard* sebagai media pembelajaran untuk meningkatkan kemampuan bahasa inggris khususnya dalam membantu meningkatkan kemampuan menulis siswa.

Makalah ini membahas tentang Penggunaan *multimedia storyboard* pada siswa SMP dalam kegiatan pembelajaran bahasa inggris khususnya dalam kemampuan menulis. Teks yang dipilih sebagai model penggunaan *multimedia storyboard* adalah teks deskriptif dengan topik "*Describing People*". Keunggulan dari media ini adalah siswa dibantu untuk mengembangkan ide-idenya melalui serangkaian gambar yang ditambahkan dengan video/audio, teks dan animasi yang ditayangkan melalui *multimedia storyboard*. Media ini sangat menarik bagi siswa karena dapat membantu guru untuk menciptakan pengajaran yang efektif dan efisien serta memotivasi proses belajar siswa secara visual. Media ini difokuskan pada kelas tujuh semester dua karena berdasarkan kurikulum bahasa inggris teks deskriptif di ajarkan pertama kali di kelas tujuh semester dua. Kelas tujuh merupakan tingkat dasar untuk mengembangkan kemampuan berbahasa inggris siswa khususnya dalam pengajaran *writing* sehingga siswa termotivasi untuk dapat terlibat dalam proses pembelajaran menulis teks deskriptif dari hasil pengembangan ide-ide yang mereka peroleh selama melalui kegiatan belajar dengan menggunakan *multimedia storyboard*.

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The Writer

## TABLE OF CONTENTS

<b>ABSTRAK</b> .....	i
<b>ACKNOWLEDGEMENTS</b> .....	ii
<b>TABLE OF CONTENTS</b> .....	iv
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Limitation of the Problem.....	5
C. The Formulation of the Problem .....	5
D. The Purpose of the Paper .....	5
<b>CHAPTER II REVIEW RELATED LITERATURE</b>	
A. Writing Process .....	6
B. Teaching Writing Descriptive Text to the Junior High School Students .....	8
C. Multimedia as a Media in Language Teaching .....	11
D. Storyboard Multimedia .....	14
<b>CHAPTER III USING THE STORYBOARD MULTIMEDIA TO MOTIVATE JUNIOR HIGH SCHOOL STUDENT'S IN WRITING A DESCRIPTIVE TEXT</b>	
A. Preparation .....	16
B. Teaching Procedures .....	18
1. Pre – Teaching.....	18
2. Whilst – Teaching .....	18
a. Exploration .....	20
b. Elaboration .....	19
c. Confirmation .....	20
3. Post Teaching .....	20
C. Advantages of Using Storyboard Multimedia .....	21
<b>CHAPTER IV CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	23
B. Suggestion .....	23
<b>BIBLIOGRAPHY</b> .....	24
<b>APPENDIX</b> .....	26

# CHAPTER I INTRODUCTION

## A. Background of the Problem

Language has a central role in developing the whole aspects regarding to the learners' intelligence, social, and emotional moreover it is also the key of a successfulness in the teaching of others subject. As mentioned in the curriculum of KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006 that a language enables people to convey their ideas, opinions, thoughts and feelings to others. English as an international language is used as a tool to communicate and interact with other people in all over the world. Regarding to the importance of English lately, English language teaching has been taught from elementary school in Indonesia.

In the teaching of English, the teachers' task is to help the students achieving the communicative competence. Celce (2001) stated that communicative competence can be classified under four main models namely grammatical, sociolinguistic, discourse and strategic competence. If grammatical competences refers to the ability to recognize and produce the distinctive grammatical structures of a language and use them effectively in communication, sociolinguistic competence refers to the ability to produce utterances and understand them appropriately in different contextual factors. Discourse competence deals with how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres while strategic competence refers to the ability or mastery of verbal and non-verbal communication strategies.

Obviously, there are four language skills (listening, speaking, reading and writing) that are learned in English language teaching. Speaking and writing are categorized into active skills while listening and reading are involved in passive skills as well. Writing is one of the four language skills which are very important to learn. Additionally, writing are thought to be difficult skill for second even foreign language students, because they have to consider some elements such as content, organization, purpose, audience, vocabulary, punctuation, and spelling. As Silva in (Weigle, 2002) pointed out that writing in a second language tends to be more constrained, more difficult, and less effective than writing in a first language.

In teaching writing, automatically the writers have to deal with words and expressions' vocabulary beside the rules that govern its structure. Vocabulary can be selected and grouped based on its frequency of occurrence, meaning that the more frequent the words are used in communication, the sooner that the students should learn the words. The selection of grammar also takes important part in teaching writing. Since it is almost impossible to teach all grammatical units and vocabulary at the same time, the two components of language should be sequenced. The more simple patterns should be introduced first and more difficult patterns will be learned after the simple patterns are acquired.

Based on the syllabus for junior high school, generally there are several genres involved in order to teach both junior and senior high school students. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition. However, in the first year of

junior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure written simple monolog text of descriptive and procedure text.

Descriptive text is difficult enough to learn by the students. Descriptive is a type of text function to describe particular person, place, or thing. The teaching techniques that are usually done by the teacher to teach writing in the class are guided writing and individual writing. In guided writing method the students' activity is to write out grammar exercise. Whereas in individual writing the students' activity is to write paragraph individually, they work alone in their own task. Those methods do not increase the students' writing motivation even their ability in write a good text. The problems are the students become lazy and uncurious to write their own beside the task is not also appropriate given by the teacher.

Besides the teaching methods that have done by the teacher seem less effective, the teacher also provides less interesting media in the classroom activity. In addition, based on the preliminary research in the senior high school number 1 Sungai Tarab, the writer found that most of the third grade students in the social class were not able to write a descriptive text. When evaluating learner's ability in mastering English subject before they have final examination, the teacher asked them to write such a descriptive text which is hoped when they are in the senior high school they would be able to create a good writing. In fact, it would not happen as the writer expected. In the relation to this case, it would be better to have learners motivated with the

media prepared by the teacher start from the beginning level regarding to create the effectiveness in classroom environment.

The best way to help students to write is not through manipulate and control their writing exercise but guide them in bringing the ideas to be expressed. The most important thing should be done by the teacher is prepared appropriate media and choose an effective technique in teaching writing. In short, this paper will describe how the teacher applies multimedia storyboard in classroom activity.

One of the appropriate media is through the implementation of a multimedia storyboard. Simply, storyboard is a place for putting the picture, symbol, and text related to the topic. Some definition of storyboard has been found by the writer but the writer creates her own definition about the multimedia storyboard. A slide in power point presentation is taken as a storyboard and the multimedia refers to the involving several objects like animation, sound, hyperlink, and video/audio. Therefore, the multimedia storyboard is a media that the teachers use in presenting materials in the form of power point presentation.

Additionally, the storyboard multimedia conducts the students through the series of pictures in bringing up the students ideas' to write what they have seen in storyboard. Perhaps the better explanation in writing descriptive text through the implementation of this media will help learners to write such a good descriptive text and improve their writing descriptive text ability when

they are in senior high school students later. Therefore, it is suggested to be implemented in the beginning level.

### **B. Limitation of the Problem**

From the some problems above the writer will focus on the problems of enhancing students' ability along with their motivation in writing a descriptive text through the implementation of the interesting media during the learning process. If there is a combination of creating an interesting media and effective way in teaching, the teacher will be able to achieve successful in learning process. Therefore, multimedia storyboard is one of the media that appropriate used by the teacher in classroom activity. In this paper, the storyboard multimedia is actually designed to have learners motivated to write a descriptive text under the topic of describing people.

### **C. Formulation of the Problem**

Based on the background of the problem above, the writer formulates a question as follow, "How does the teacher use the storyboard multimedia as media in teaching junior high school students in writing a descriptive text?"

### **D. The Purpose of the Paper**

The purpose of this paper is to explain the teaching procedure of applying storyboard multimedia to enhance junior high school student's ability and motivation to write a descriptive text. Through this paper, it is expected that a multimedia storyboard may contribute to teach writing skill in junior high school. It is hoped that this media will enhance the students motivation and enhance their ability to create a good writing descriptive text.

## **CHAPTER IV CONCLUSION AND SUGGESTION**

### **A. Conclusion**

A multimedia storyboard is a better media in motivating students in the teaching of writing for certain genres like descriptive, report and explanation text. The feature of this media is using slide presentation which is combined by audio/video, text, animation, sound effects and the interactivity. Its goal is to guide the students visually in writing a descriptive text as they look at the picture together with the text. Actually, the students are guided from word until they are able to build a good and correct sentence.

In addition, the teachers can create an interesting task through multimedia storyboard. It can help teacher to work collaboratively with students as they do the task. Another goal of this media is motivating the students in the learning process especially in the teaching of writing skill due to the creative task prepared by the teacher. In short, this media is simply to be implemented by the teacher.

The multimedia storyboard is supposed to be able to increase students' motivation in learning process. Moreover, it also helps students to work visually and develop their ideas through displaying a set of pictures and the adding of animations, audio/ video and interactivity. Students tend to enjoy the learning process if they helped visually. So, multimedia storyboard can be one of the alternatives to help including motivate students in learning process.

In addition, storyboard multimedia can be applied in the classroom through the use of slide presentation which is displayed via in focus. The teacher can start the lesson by reviewing the last lesson and shows a short video to the students. It is interesting for the students to watch a video. Then it continues with the whilst-teaching. In this stage, the teacher explains the generic structure and language features of descriptive text.

Then, the teacher explains several parts like person's physical description, general appearance, characters (habitual or personality) which are involved in describing people. There are several tasks provided by the teacher in order to avoid students' boredom. The last stage is post-teaching. In this stage, teachers give a feedback and evaluation of the lesson. Teacher summarizes the steps that the students should do in writing a descriptive text. As a reflection, they have to produce their own writing as the topic and the situation given by the teacher.

## **B. Suggestion**

Motivating students through the innovative media is asked in language teaching in today's life. In writing this paper, it is hoped that teacher can use this media more creative and select the appropriate material in creating the multimedia storyboard. The teacher has to select the appropriate picture showing to the students. Meanwhile, they also have to consider about the objects which involved in this media such as animation, sound effect and interactivity. The teacher has to check the readiness of the slide presentation that will be presented. Besides that, the teacher needs to choose the

appropriate theme or background color display to the students. It is set in a simple color merely in order to be clear in displaying to the students.

Then, the most important thing is the teachers have to make the class attractive and fun, so the students will not be bored in learning process. It will be happened if the teacher is well conducted in presenting the multimedia storyboard in order to have students' attention and enjoyable in learning process. The writer also hopes there will be a research to see the effectiveness of this material toward study writing ability.

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