

**THE EFFECTIVENESS OF STORYBOARD TELLING ACTIVITIES IN  
DEVELOPING STUDENTS WRITING SKILLS IN DESCRIPTIVE TEXT**

**Thesis**

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**for the Degree of *Sarjana* in English Language Education**



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**STATE ISLAMIC INSTITUTE (IAIN) KEDIRI**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfil the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, October 15<sup>th</sup>, 2020

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## NOTA KONSULTASI

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Kepada

Rektor Institut Agama Islam Negeri  
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Di

Jl. Sunan Ampel No. 07 Ngronggo

Kediri

*Assalamualaikum Wr. Wb*

Memenuhi permintaan Bapak Rektor untuk membimbing  
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa  
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Bersama ini terlampir satu berkas naskah skripsinya. Dengan  
harapan dalam waktu yang telah ditentukan dapat diajukan dalam  
siang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami  
ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal 10 Agustus 2020, kami berpendapat bahwa skripsinya telah memenuhi syarat untuk disahkan sebagai kelengkapan syarat memperoleh gelar Sarjana Strata Satu (S-1) Fakultas Tarbiyah Jurusan Pendidikan Bahasa Inggris.

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## **MOTTO**

*“Bagaimana Mungkin Sabar Memiliki Batasan ? Sedang yang Membersaminya adalah Yang Maha Tak Berbatas”*

*(Arrizqia)*

## **DEDICATION**

- Thanks to My God, Allah SWT and Prophet Muhammad SAW for giving me this amazing chance and experience, so I can get more knowledge.
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The author is fully aware of the limitations of his knowledge, so there may be errors and shortcomings in this study. Therefore the authors expect constructive criticism and suggestions from readers. Hopefully this research is useful both for writers and readers.

Writer

Risma Yuvaninin

## ABSTRACT

Arrizqia, Risma Yuvananin. 2020. **The Effectiveness of Storybiard Telling Activities in Developing Students Writing Skills in Descriptive**. Thesis. Department of English Language Education, Faculty of Tarbiyah. State Islamic Institute of Kediri (IAIN Kediri). Advisors: (I) Moh Muhyidin. M.Pd, (II) Bahruddin, S.S., M.Pd.

Keywords: Writing Skill, Teaching Writing, Descriptive Text, Storyboard Telling Activities.

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn. It is considered so important to find the right way and strategy to be used in the process of learning English, especially how to develop students' writing skills. One of the things that must be done to solve the problems above is to choose the appropriate and modern activities to solve the problems above. One of the effective methods used is storyboard telling. The purpose of this study is to determine the effectiveness of using Storyboard Telling activities in developing students writing skills in descriptive text.

This research used quasi-experimental design with three treatment meetings held, 2 x 40 minutes for each class. This design used pre-test and post-test to determine students' writing skill before treatment and after treatment. The strategy of control group used discussion. The population of this research is students of seventh class at MTsN 5 Kediri. The sample is students of VII/C and VII/D at MTsN 5 Kediri consisting of 44 students for each class and the instrument is test. The data were analysed by ANCOVA using SPSS 23.0 program.

From the result of assumption by ANCOVA, there was indication that (1) the distribution of the data is normal; (2) the variance between experimental and control group is homogeneous; (3) there is no interaction between pre-test and post-test group; and (4) the relationship between pre-test and post-test is linear. The end of assumption of ANCOVA showed that significant value is 0.000 smaller than 0.05 ( $0.000 < 0.05$ ) it means that there is enough evidence to reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ). From the result of research, there has been different mean between students from experimental group who were taught using Storyboard telling activities and also students from control group who were taught using Discussion Activities as a teaching strategy. Based on the explanation, it can be concluded that Storyboard Telling Activities is effective in teaching writing for the seventh grade students at MTsN 5 Kediri.