

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses the background of the problems, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the research.

#### **A. Background of the problem**

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. According to Brown (2001): “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Kay in Westwood (2004:100) states that “writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary, and check for grammatical correctness, spell words correctly, punctuate, and write legibly”.

Among four skills of English (Reading, Listening, Writing, and Speaking) writing is a skill in learning language that must be mastered by everyone especially for students because writing is a final product after learners have studied about listening, speaking and reading. In writing, students apply what they hear, speak and read. Writing skill is became the most hard

one. According to Jim A.P in Hongin (2014) stated that writing skill is complex and difficult to learn, because it is required to mastery not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. Writing is important to be taught because of two reason. The first reason is that writing can support the development of other skills. Another reason is that writing is visible (Paul,2005)

In Indonesia English became the subject that English language it self has been taught from an early age, since entering elementary school English has been determined to be one of the compulsory subjects entering the national exam, but writing skills began to be introduced at the junior high school level. The objective of writing is to produce a kind of writing text.

Based on Curriculum 13 or K-13 *Syllabus* in junior high school especially for seventh grade, there are genres of texts, one of the is descriptive text . In this research he researcher only focused on students writing skill in writing descriptive text. Descriptive text is a text to describe something. Zumakshin (2005) stated that descriptive text is to describes what we see. The researcher choose descriptive text because descriptive text is one of the basic text in learning English especially in writing skills, descriptive text is a text that describe a piece of person, place, thing, or idea, or the reseearcher can conclude that descriptive text is text that retell about person, thing, and place.

Based on the observation conducted by the researcher in MTsN 5 Kediri at seventh grade students on January 2020, the researcher founds many problems that faced by students were relating to writing skill. One of the problems that makes it difficult for students to master writing

skills is the lack of vocab mastered by students, another thing that makes students difficult to master writing skills is the lack of attractiveness of students to write, many of them are bored and do not understand with learning methods and learning process during class. This is applied by teachers who still use traditional learning methods, the teacher provides material for students to write, then students write according to the material specified by the teacher. In addition both teacher and students are still not find a right and proper technique in the teaching learning process.

From the problems mentioned above, 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. Storyboard is one of planning techniques that encourage learners to think creatively and critically by visualising the story they are going to write in sequence. The storytelling board is one of the activities in teaching English that can be used or applied by teachers. Storyboard telling provides more opportunities for all students to develop their writing skills, activities in storyboard telling can also increase student motivation because in the show and tell activities all students are given the opportunity / are required to explain and share with their friends about something that they bring from home, and their friends must provide feedback about what their friends explain ..

## **B. Research Problem**

From the background of the issue explained above, this research is focus on “ **is the storyboard telling activities is effective in teaching writing descriptive text for students seventh grade of junior high school in MTsN 5 Kediri ?**”

## **C. Objective Of The Research**

Based on the formulation of the problem mentioned earlier by the author, the study was conducted with the aim to know how is the effectiveness of using storyboard telling to the writing skills of students of class VII in MTSN 5 Kediri by using Storyboard telling.

## **D. Research Hypothesis**

Based on the objective the study, the researcher build the hypothesis to make the purpose clear. The hypothesis are:

H1: There is significant effect of using Storyboard telling technique in the teaching Writing Skill for the seventh grade students of MTsN 5 Kediri.

H0: There is no significant effect of using Storyboard telling activities in the teaching Writing Skill for the seventh grade students of MTsN 5 Kediri.

## **E. Limitation Of The Problem**

Because of the limitations of the writer, it is not possible to discuss all aspects of writing ability. In this case the author only focuses on activities related to teaching writing and English learning. In this case the author focuses on the effectiveness of using Storyboard telling activities to improve the writing ability of students of VII at MTSN 5Kediri.

## **F. The Benefit Of The Research**

- a) For teachers, this research is expected to be able to add additional references or alternative activities for teachers to teach speaking to their students. And can increase motivation for teachers to be more enthusiastic, active, and creative in creating new activities / activities in teaching English to attract asking students to learn English
- b) For researcher, the results of this research are expected to be able to improve and develop abilities, as well as provision in the future when they have truly become a teacher and dealing with students of various kinds.
- c) For students, this research is expected to be able to increase their experience and insight in learning to speak, as well as to increase their interest and motivation in learning English

## **G. Definition of the Key Terms**

In this study the researcher gives some definition about some terms that related with the research to avoid the misunderstanding. The definition is as follow :

### **1. Effectiveness**

The meaning of effectiveness in this research is the existence of a significant difference in the score of students' writing skill before and after being taught using storyboard telling activities.

### **2. Writing**

writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. The researcher has to be able in using written language to give an idea or message.

### 3. Descriptive Text

Description is a type written text, which has the specific function to give description about an object (human or non-human).

### 4. Storyboard Telling

Storyboard Telling is one of the activities that use in teaching and learning process by sharing time activity for students. Storyboard telling is an activities that requires students to play an active role in class. Storyboard telling provides more opportunities for all students to develop their writing skills, activities in storyboard telling can also increase student motivation because in the storboard telling activities all students are given the opportunity are required to explain and share with their friends about something that they bring from home, and their friends must provide feedback about what their friends explain.