

THE EFFECTIVENESS OF MULTIMEDIA STORYBOARD IN TEACHING WRITING OF DESCRIPTIVE TEXT

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ABSTRACT

Writing is a process of putting through ideas in word then combine into sentences in a form of paragraph in which every sentence is related one to another. This skill is one of the language skills which inform us the researcher's ideas in the written form. It is one of language skills learnt by students in their school. For almost students think that writing is unbearably difficult, because the factors could be lack of students' understanding in grammar, lack of students' ideas, and students can not imagine something that could be used in their writing. , many students made some mistakes and faced difficulties to build and develop their imagination. the most important thing should be done by the teacher is to prepare appropriate media and choose an effective technique in teaching writing. One of the way is through using multimedia storyboard. The multimedia storyboard conducts the students through the series of picture in bringing up the students ideas' to write what they have been seen in storyboard. This research is aimed to find out: To identify whether the students taught writing of descriptive text by using multimedia storyboard have better score on the post-test than on the pre-test. This research is using pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The researcher is intended to describe the effectiveness of multimedia storyboard toward students' ability in writing descriptive text for the second grade students by comparing between the students' score before being teach by multimedia storyboard and after being teach multimedia storyboard. There is any significant different score before and after the students gets a treatment using multimedia storyboard.

Keywords : Multimedia; storyboard; writing

1. INTRODUCTION

Writing is a process of putting through ideas in word then combine into sentences in a form of paragraph in which every sentence is related one to another. Patel & Jain (2008: 125) described that "writing is essential features of learning a language because it provides a very good means of spelling, and sentence pattern. This skill is one of the language skills which inform us the researcher's ideas in the written form. It is one of language skills learnt by students in their school. For almost students think that writing is

unbearably difficult, because the factors could be lack of students' understanding in grammar, lack of students' ideas, and students can not imagine something that could be used in their writing. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination. This opinion is supported by Richards and Renandya states that writing is the most difficult skill for second language learners to master (Jack C, Richard and Willy A, Renandya 2002: 303).

Kemp and Smellie (1989:3) stated that media will make the instruction more interesting. One of the way is through using multimedia storyboard. The multimedia storyboard conducts the students through the series of picture in bringing up the students ideas' to write what they have been seen in storyboard. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

Students learn best by seeing the value and importance of the information presented in the classroom. Pea (1991) pointed out that " multimedia is less restricted than written text. 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 looking 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

2. METHOD

This research is using pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The researcher is intended to describe the effectiveness of multimedia storyboard toward students' ability in writing descriptive text for the eleventh grade students by comparing between the students' score before being teach by multimedia storyboard and after being teach multimedia storyboard. This research is classify as pre

experimental design because it has not a control variable. In this research, the researcher put one group and using pre-test and post-test to see the results of the test.

Gay (1992:298) defines that the experimental method is the only method of the research that can truly test hypotheses concerning cause and effect relationships. Creswell (2012:326) explain that experimental researchers test and idea (or practice or procedure) to determine its effect on an outcome. There are three designs included in pre-experimental. They are one-shot case study, one-group pretest-posttest design and static group.

The one-group pretest-posttest design usually involve three steps as follow:

- a. Administering a pretest measuring the dependent variable
- b. Giving the experimental treatment to the subjects
- c. Administering a posttest measuring the dependent variable

This research was conducted at MA Fajar Islam, the school is located at Jl.Trans Kalimantan Km.09 Kecamatan Basarang, Kabupaten Kapuas. Sample needed to represent all of population. In this research the researcher take 1 class as the sample, which is consist 24 students.

Instrument has important function in this research. To collect data, the researcher used instruments. According to Creswell (2012:157) an instrument is to measure the variables in the study may not be available in the literature or commercially. The researcher must use instrument in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result or in other words, it can be occur complete and systematic. The instrument is used by the researcher is test. This test used by the researcher to know the students writing ability before and after taught by using multimedia storyboard. The quantitative data of this research is numeric data and can be formulated by using statistical method. In the experimental design, the data analyses are experimental one group, uses pre-test and post-test. The data analysis in this research is using dependent t-test.

3. FINDINGS AND DISCUSSION

The table 1 showed descriptive statistics of pretest score. It showed that there are 24 students. The highest score of pretest is 82, while the lowest score is 44. It shown the mean score of pre-test is 67,13. The standard deviation is 10,481.

Table 1. Descriptive Statistic of Pretest

| N | Minimum | Maximum | Std Deviation | Mean |
|----|---------|---------|---------------|-------|
| 24 | 44 | 82 | 10,481 | 67,13 |

The table 2 showed descriptive statistics of posttest score. It showed that there are 24 students. The highest score of posttest is 82, while the lowest score is 54. It shown the mean score of pre-test is 70,08. The standard deviation is 7,835.

Table 1. Descriptive Statistic of Posttest

| N | Minimum | Maximum | Std Deviation | Mean |
|----|---------|---------|---------------|-------|
| 24 | 54 | 82 | 10,481 | 70,08 |

Table 3 shows the paired samples test. Paired sample test is used to know the result of this research. Based on table 3 showed that mean of pre-test and post-test score are 2,958. Mean is to know significant different score in pre-test and post-test. The purpose of mean is to know the average score before and after the students taught by using storyboard. The result of mean on table paired samples test is 2,958. So, there is significant mean indicating that after the students taught by using multimedia storyboard , students' writing ability is getting improved.

Table 3. Paired Sample t-test

| | t | df | Sig. (2-tailed) | Mean | Std. Error Mean |
|--------------------|-------|----|-----------------|-------|-----------------|
| posttest - pretest | 3,112 | 23 | .005 | 2.958 | .951 |

DISCUSSION

The purpose of this study is to find out whether there is different score of fsecond grade students' achievement in writing descriptive text before and after taught using multimedia storyboard. The researcher administered writing test that are pretest and posttest to get the data. After, the data collected the data are analyzed using SPSS 16.

Storyboard is great ways to present an idea and sequence of activities visually, because pictures, visual, are often worth than a thousand words, even simple pictures can convey action, relationship, emotion, and environmental details (Wright, 1983). Storyboard is an alternative media to help students get an idea easily. According to Glebas (2009: 47) as cited by (Hasan & Wijaya, 2016), storyboard is a strategy for the conception of that story. It can be defined as brainstorming the idea before writing those ideas, it means students can arrange their story in a form of writing. While storyboard help students to be more motivated to get high achievement in writing descriptive text.

Multimedia, defined, is the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. In other words, multimedia means "an individual

or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next" (Agnew et. al, 1996).

Multimedia application design offers new insights into the learning process of the designer and forces him or her to represent information and knowledge in a new and innovative way (Agnew, Kellerman & Meyer, 1996). Pea (1991) pointed out that "multimedia is less restricted than written text. Many people may understand text better with broader media support for its interpretation. The point of making a multi message to an audience. So the audience (students) is the key word in language learning process.

Finally it can be proven that using storyboard as media in writing can stimulate students' writing better. According to Paridah (2015) the using of storyboard learning technique in teaching and learning English was interesting for the students, and it can help students to learned English writing with fun and easy. Multimedia storyboard was effective on the students' achievement in writing descriptive text and could increase the students' motivation, interest, idea, and score.

4. CLOSING

Based on the research findings, the implementation of multimedia storyboard in the second grade students of MA Fajar Islam Basarang is effective to improve students' writing ability. Multimedia storyboard was recommended media to apply in writing descriptive text. It was one of effective way to help students in writing process, because it is makes students become more creative and easy to arrange a story. Therefore, we can see the effectiveness of multimedia storyboard from the result of pretest and posttest.

There is any significant different score before and after the students gets a treatment using multimedia storyboard. The result of students score after taught by using this media is higher than before taught using this media. Multimedia storyboard is one of teaching media that can help students become creative in writing. This media is used to breaking down students' ideas in an interesting way. It is helpful for the students to improve their ideas while they are do writing activity. For all those reason, multimedia storyboard is more effective, interesting, and innovative media than conventional method in teaching learning English about writing.

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