

CHAPTER I

INTRODUCTION

1.1 Background of Study

Developing writing skills was considered a crucial element in the process of learning English. It was simpler for us to write in a way that helped readers understand our ideas and the ideas we wanted to communicate. In today's era of globalization, the rapid advancement of technology greatly facilitated and accelerated the communication system.

Dar & Khan (2015) stated that two important factors had an impact on writing at that time. Nowadays, such as the extensive ways in which it could be used to investigate an issue to be approached and its use as means of communication by releasing innovative and effective ideas, writing had advanced greatly. As a result, writing skills were still necessary if we are to effectively communicate our ideas through writing. As a teacher, I emphasize the importance of improving writing skills in English for student's. This was to provide student's a chance to develop their writing skills the effectively and in line with the requirements of the present. Writing was an integral component of language acquisition and was closely interconnected with other language skills, including reading, speaking, and listening.

According to Wardani & Sari (2017), writing skills were necessary as a journal to communicate the views of student's ideas when they were in college if they became educators. Student's could develop connections, communicate effectively with other student's, and engage in independent learning through improving their

writing skills.

Aminatun (2019) stated that with the evolution of technology, the educational system had transitioned from traditional to modern instructional methods. The integration of technology in education had become increasingly prevalent, especially for the study of the English language, and had a very positive effect. One tool used to assist student's in understanding the subject material being taught was learning media. Additionally, there were a variety of instructional aids available to aid student's in understanding the lessons being taught, including books, modules, presentation slides, videos, audio, and images. One of the purposes of this learning media was to assist student's in understanding lessons quickly so they could assist student's in achieving learning objectives. If the subject was not fully covered in the book, the learning media could offer more information about what they would learn.

According to Pineteh (2013), there were a number of issues that might have impacted how well student's wrote. One of them had to do with student's motivation when they were confused or didn't comprehend the meaning of writing instruction. Another obstacle to student's learning to write was the use of social media that provided no feedback, a very large and overwhelming number of student's, and the inconsistent teaching methods of the instructor

Based to the result of the observations provided by the English teacher of SMAN 5 Batam, a significant number of 10th-grade student's were still not motivated to actively participate in English learning, particularly in improving their writing skills. There were still a lot of student's who found it difficult to understand

the material given because many student's found learning the learning process very monotonous and failed to pay attention during class. Many student's could not express their ideas through writing due to the lack of vocabularies that they knew, resulting in them not being able to write well. This was due to the fact that student's found learning through media less interesting and that teaching in the class seemed to be boring. In order to make learning to write with storyboards more engaging, a solution was therefore needed.

The storyboard was one of the media that might have been used to improve writing skills while studying English. A learning tool called a storyboard used digital technology to produce a number of interactive tales, making it ideal for teaching narrative text. Storyboard were visual media that had learning strategies and student participation in the learning so that student's can think critically and creatively (Yusoff & Salim, 2015).

The storyboard approach to education used pictures and short stories to help student's comprehend and convey the details of the situation or story that was being presented. Storyboards could help student's recall words and phrase construction while also assisting the improvement of their writing skills. Student's could use storyboards to create narrative based on the images they saw, which could help them think more analytically and solve problems.

The storyboard was appropriate to improving issues that arose in SMAN 5 Batam, particularly in terms of increasing student's writing skill. Engaging in writing activities could assist students in enhancing their learning outcomes in alignment with the core competencies and basic competencies. The researcher

worked to create English learning materials, particularly for writing. It's hoped to increase student's capacity for learning, and teachers could use the learning media.

1.2 Research Question

Derived from the background of the study, the researcher formulated the following research question "How to design storyboard for teaching writing on recount text at grade tenth in SMAN 5 Batam?".

1.3 Purpose of Study

The aim of this study was to develop a storyboard specifically for teaching writing skills focused on recount text in the tenth grade at SMAN 5 Batam.

1.4 Specification of Product

The storyboard which was the product of this study, had the following specifications:

1. The developed product was aligned with the basic competencies outlined in the syllabus.
2. The product was in the form of a 3D media.
3. On the storyboard there were two parts, the front and the back. The front contains material related to recount text, and the back contains practice containing 3D images with attractive colors. These images were accompanied by a little explanation to help student's express ideas about what they saw from the image.
4. The storyboard was designed for teaching writing skill in English learning.
5. The English teacher could use this media.

1.5 Significance of Study

This study endeavors to develop storyboard media for teaching writing skills in English lessons. The anticipated contributions of the findings from this study are as follows:

1.6 Theoretical Significance

Theoretical significance of this research was aimed at enhancing knowledge regarding the design of storyboard media for English instruction, with a particular focus on writing skills.

1.6.1 Practical Significance

The researcher anticipated that the findings of this study would provide practical benefits to teachers, students, and other researchers. The potential benefits were outlined as follows:

1. Teacher

The research was expected to inspire and encourage teachers in generating and advancing learning media, especially in writing skill and could be used as an alternative in using the learning media.

2. Student

The desired outcome of this research was to be able to help student in improving the result of writing recount text. By employing appropriate teaching media, teachers could effectively instruct student, resulting in increased motivation and active participation in the learning process.

3. Other researchers

The researcher hoped that other researchers could utilize this study as supplementary knowledge when conducting further research in the same field.

1.7 Assumption and Limitation

The underlying assumption of the storyboard-based teaching media developed in this study was to enhance English writing skills and foster students engagement in learning English. The researcher aspired for this storyboard learning media to be beneficial for teachers in effectively teaching writing skills, thereby motivating students and preventing boredom during the learning process. It should be noted that the design of this storyboard media specifically centers on the enhancement of writing abilities within the context of recount text material for English instruction in the tenth grade at SMAN 5 Batam.

1.8 Definition of Key Terms

To prevent misinterpretation, here are some key terms from this study:

1.8.1 Teaching Writing

Teaching writing is one of the activities carried out by teachers as educators whose teaching and learning process guides student's in developing their writing skills

1.8.2 Learning Media

Learning media refers to a variety of tools or resources utilized in the instructional process to support teaching and learning. Learning media can encompass various forms or formats, images, sounds, and videos that are used to communicate

knowledge and interactions between instructors and student's while learning.

1.8.4 Recount Text

A recount text is a written composition that describes a previous event or action that has taken place.

1.8.5 Storyboard

Storyboard is one of a type of learning media that includes a series of visual pictures to help student understand a series of picture. It can be used to describe a subject so that student can understand it better

