

USING MULTIMEDIA STORYBOARD IN TEACHING WRITING A DESCRIPTIVE TEXT

Idolla Anastasia¹, Muhammad Al-Hafizh²

Program Studi Pendidikan Bahasa Inggris

FBS Universitas Negeri Padang

email: D.beegirl@gmail.com

Abstrak

Artikel bertujuan memaparkan suatu media pembelajaran dan pemilihan materi pembelajaran menulis teks deskriptif bahasa Inggris di sekolah menengah pertama dengan menggunakan *multimedia storyboard*. Multimedia merupakan penggabungan beberapa medium seperti video/audio, animasi, efek suara, *hyperlink*, dan gambar-gambar pilihan sesuai dengan topik pembelajaran. Sedangkan *storyboard* di sini adalah *slide* yang ada pada tampilan *Powerpoint* sehingga guru dapat menempatkan beberapa media tersebut di dalamnya. Dalam artikel ini, materi yang dipilih adalah pembelajaran monolog teks deskriptif untuk kelas tujuh semester dua. Tema yang dipilih adalah mendeskripsikan seseorang. Guru mengawali pembelajaran dengan menayangkan video sesuai dengan topik yang akan diajarkan. Setelah itu guru membahas tentang teks deskriptif dan menerangkan langkah-langkah dalam mendeskripsikan seseorang. Ada tiga hal pokok yang merupakan bagian dari mendeskripsikan seseorang yaitu; bentuk fisik, penampilan dan sifat. Guru menerangkan ke tiga hal tersebut disertai dengan penyediaan beberapa tugas yang dapat diberikan secara berkelompok atau melalui penciptaan permainan (*game*). Keunggulan dari media ini adalah siswa dibantu untuk mengembangkan ide-idenya dalam menulis teks deskriptif melalui serangkaian gambar yang ditambahkan dengan video/audio, teks, animasi, efek suara, dan *hyperlink* yang ditayangkan melalui *multimedia storyboard*.

Key Word: Descriptive text, Multimedia, Storyboard, Writing, Power Point

A. Introduction

Medium refers to anything that carries information between a supplier and a receiver. Based on Sharon, Deborah and James (2008) Media, the plural of medium, is divided into six crucial categories. They are text, audio, visuals, video, manipulative (objects), and people. Gerlach and Elly (1971) in Tim

¹ Student of English Language Teaching Program of FBS UNP graduated on March 2013

² Advisor, lecturer of FBS Universitas Negeri Padang

Pengembangan MKDK add that media is divided into eight categories: Real thing, verbal, graphic still picture, motion picture, audio, program, and stimulations or games. Real thing is the real object that can represent the material. In addition, the verbal, graphic still picture and motion picture are included in pictures to support learners to understand the lesson. They illustrate the material of the lesson.

Then, audio program and games are included to interested media in teaching. They are interested because they can give students interesting sounds and challenging content. All of these media can be used in providing lesson material. These help teachers to promote learning in the classroom. Thus, media are the tool to promote materials to the learners in order to create a joyful situation in the classroom. In addition, an interactive media is needed in the classroom to maintain the students' attention to the lesson and also to engage them to the materials given.

There are two ways to express ideas in communication. Commonly, people intend to communicate with others by using oral or written form. Weigle (2002) stated that the ordinarily differentiate written language from speaking language are based on production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are maintain a conversation. Writing effectively and appropriately for the students who use their native language and for those who are learning a second language even foreign language is unquestionably one of the most difficult linguistic abilities to develop.

Recently, CALL has been gaining popularity as computer based education has been attracting the interest of the business and education sectors. Due to the increasing popularity of the internet and the use of multimedia, there has been a recent move of call system from CD-room to Web Based System, making it possible to create system that can facilitate the emergence of online communities of learners.

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 multimedia presentation is to communicate a message to an audience. So the audience (students) is the key word in language learning process. The teacher is asked to attract learner attentions while they have to prepare a good way in delivering a lesson. It means how they present the learning material in such an innovative way regard to the development of the technology in this global era. In the relation with this idea, the teacher will be helped keeping the student focused on communication rather than getting unconcerned in learning process as well. 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. One of the ways is through using multimedia storyboard as an interactive and creative media in guiding the students in the teaching process. The multimedia storyboard 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. Discussion

The role of the teacher is asked during the teaching and learning process in order to achieve the goals of learning. Teachers have to do some preparations and consider the appropriate teaching method. The preparations that have to do by the teacher are selecting appropriate materials, creating a good media, and choosing an effective teaching method. To conduct the teacher in using multimedia storyboard in classroom activity, the steps will be discussed below.

1. Preparation

Teachers have to consider some preparations before they start the classroom activity in order to make the teaching and learning process run well. The good preparation will achieve the successful of teaching and learning process. Besides, it also helps teacher to be more confident in the teaching process as well. The preparations are:

- a. Teachers prepare in-focus, laptop and speaker in the classroom.
- b. The teachers make a lesson plan.
- c. The teachers choose the topic based on the current curriculum and create an interesting multimedia storyboard.
- d. The teacher selects the teaching materials that are suitable for the level of the students.
- e. The teacher chooses the appropriate method of teaching.

Firstly, the teacher does not need to use marker with whiteboard but the teacher uses an overhead projector (in focus). Second, the main thing have to do by the teacher is making a lesson plan. A lesson plan which include the activity and step in applying multimedia storyboard uses for helping the teachers to know what steps or procedures that they will take in the classroom as the aim of teaching and learning itself.

Then, teacher needs to prepare a good and appropriate multimedia storyboard. In creating a good multimedia storyboard, the teacher has to consider several things. The teacher need to consider about, pictures, animation, video/audio, text, interactivity and sound effect which is appropriate with the topic. Meanwhile, the teacher is asked to select appropriate material given to the students. The appropriate material will affect the students' comprehension about what they are supposed to write then. The last point is choosing an appropriate teaching method. In choosing appropriate teaching method to be applied, the teacher should consider the interest and the level of the students.

2. Teaching Procedures

a. Pre - Teaching activity (10 Minutes)

In the first stage, teacher greets and checks the students' readiness to start the lesson. Greet the students is important in order to know how the students are.

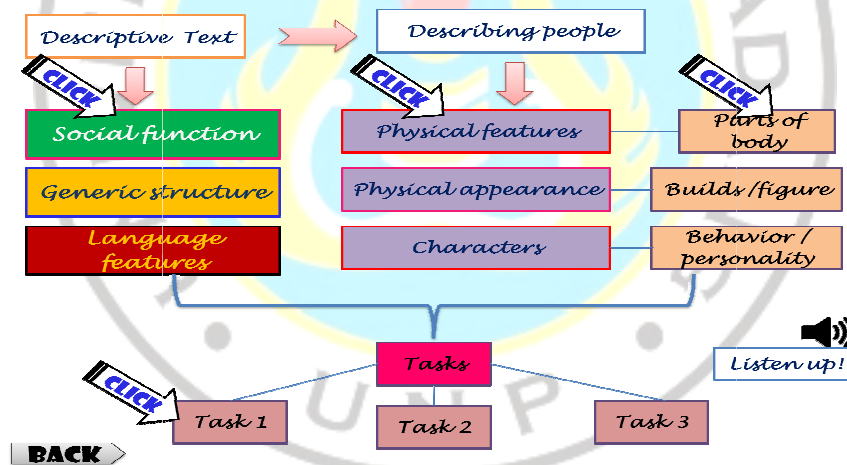
Then, the teacher shows a short video related to the topic of describing text. In this paper, the topic of describing people is chosen to be implemented. So, the teacher needs to prepare a short video about describing people.

This video uses to activate the students' background knowledge of the field. Besides, it can attract students' motivation to start the lesson. After watching a video, the teacher takes one picture in the video and shows it to the students. Teacher leads the students to discuss about the picture in that video just for a few minutes.

b. Whilst – Teaching activity (60 minutes)

1) Exploration

Obviously, in descriptive text, there are three main things which are proposed to be described; person, place, and thing. In this paper, the material is represented under the topic of “describing people”. When moving to whilst teaching, it will be better to recall the student's comprehension about descriptive text through questioning them about the purpose, the generic structure and its language features. The example of materials presentation can be described in picture 1, below:

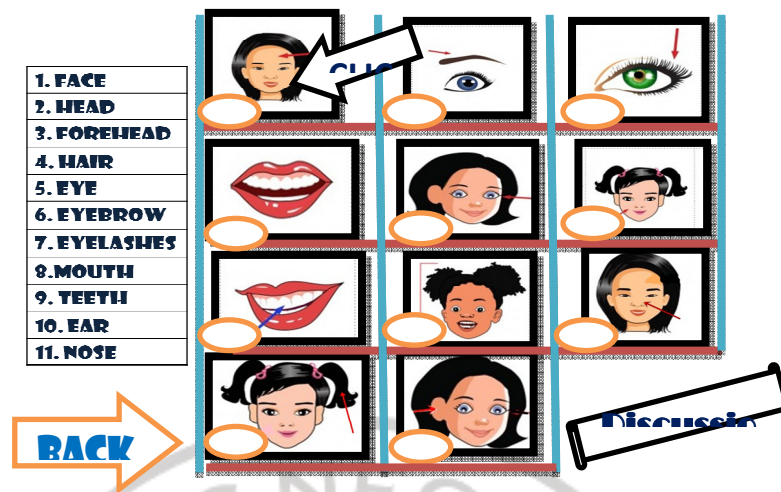


Picture 1

Then, the teacher explains the materials under the topic of describing people. There are three main points (see appendix 2) involved in description part of describing people that are suitable to be explained. These points help the students to be aware about what they are going to write as a content of description part in writing a descriptive text. They are people physical features, appearance and characters. This explanation is hoped to be well guided in bringing the students' idea to write as what they have seen visually.

2) Elaboration

When explaining the three of those three points, the teacher can start with a simple task about parts of human body as the explanation of people physical features. The task is named as guessing picture. It can be described in picture 2.



Picture 2

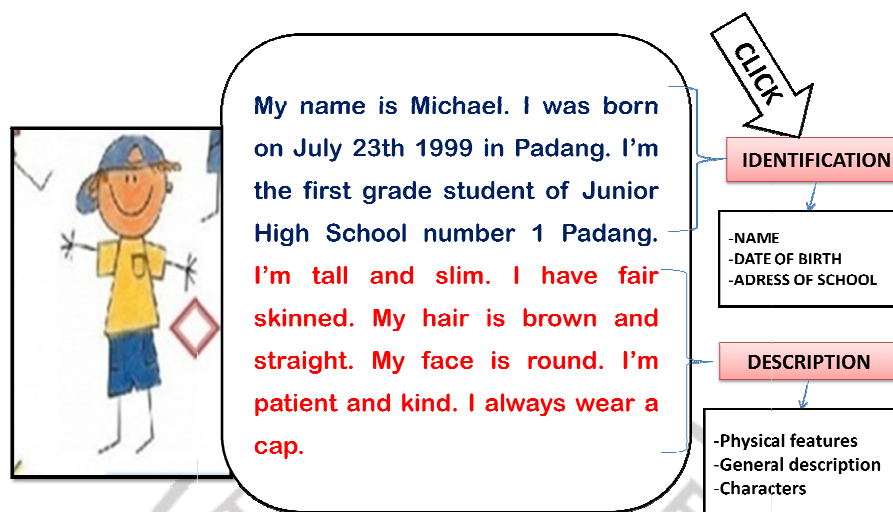
In this kind of task, the student is introduced in word by word. Then, teacher explains about people physical appearance through single adjectives or compound adjectives even a sentence along with the suitable pictures. The teacher can provide task to have them taking part in learning process over all. The example of the task is “what are they look like?” Next, they learn about the characters of somebody by listing any vocabularies related to behavior or how someone act. Perhaps, the students are asked by the teacher to take a note for some vocabularies given.

There will be various kinds of task that the teacher should prepare in this stage. The teacher can prepare simple tasks for instance matching the picture, guessing the pictures, fill in the blank and so on. The various kinds of task are aimed to train the students and also to avoid the students getting boredom. Moreover, the teacher is also able to create such a game while giving a task in groups. It represents the reinforcement in classroom activity so that they keep attention in learning process. In this stage, the task asks the students to formulate the phrase even sentence. (For the materials and task, it is provided in the appendix.)

3) Confirmation

Next steps, the teacher presents one model of descriptive text. The text should be completed with a picture. In this stage, the teacher discusses the text as what they have learned before. The example of the text can be described in picture 3.

Then, teacher gives a task writing the students' own writing as looking at the modeling text before. However, if the time is not enough, the teacher can ask the student to create their own writing as homework. There are two options in this kind of task which can be considered by the teachers. The teacher is able to choose a picture that is going to be described by the students or the teacher asks them to find a picture by themselves.



Picture 3

4) Post Teaching

In this part, teacher gives feedback and evaluation to their activity in reflecting students' performance. In this stage, the teacher also assigns a task to the students. To assess whether the students understand about the lesson, they have to create their own writing descriptive text through finding a pictures by themselves. The students are free to choose who are going to be described. However the teacher may also have a possible obstacle in order to complete the task in last the stage of the teaching.

In addition, the teacher can also prepare such a handout for the students. This uses for inspiring them to write a good and orderly paragraph. Overall the students have been drafted to what they have to be described. If the time is not enough, the task can be done at home. That is the end of the lesson.

Finally, the teacher concludes the lesson. It is done in order to give students the summation of material so that they know the extraction of the material given. It helps them to focus on the lesson to build a framework related to the concept of descriptive text.

C. Conclusion and Suggestion

Motivating students through the innovative media is asked in language teaching in today's life. 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.

In addition, the teachers can create an interesting task through multimedia storyboard. It can help teacher to work collaboratively with students as they done 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.

Notes: artikel ini disusun berdasarkan makalah penulis dengan Pembimbing Muhd. Al-Hafizh, S.S, M.A

Bibliography

- Badger, R. and Goodith, W.2000. "A process genre based approach to teaching writing". *ELT Journal*, 54 (2): 153-160
- Brown, H. Douglas. 1994. *Teaching by Principle an Interaction Approach to Language Pedagogy*. San Francisco: University Prentice Hall.
- Essley, Roger. 2008. *Visual Tools for Differentiating Reading & Writing Instruction: Strategies to Help Students Make Abstract Ideas Concrete & Accessible*. Washington: Scholastic Teaching Resources
- Hasan,K.Md&Akhand, M.Mohd.2010.Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *NELTA Journal*, 15(1-2):77-88
- Stamler, Katherine. Learner Motivation and Persistence.Retrieved at 11.00 a.m on Tuesday, June 5 2012 from [http:// www.Google. Com](http://www.Google.Com)
- Knapp, W and Watkins, M. 2005. *Genre, text, and grammar: Technologies for teaching and assessing writing*. Australia: University of New South Wales Press.

Kurikulum Bahasa Inggris (KTSP 2006)

Lana.2009. "Genre Based Approach". Retrieved on Sunday, August 7th 2011 from <http://lana-cometorich.blogspot.com/2009/06/genre-based-approach.html>

Murcia, C. Marianne.2001.*Teaching English as second or foreign language*. Boston: Heinle and Heinle Publisher

Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill

Paltridge, B.1996. "Genre, text type and the language learning classroom".*ELT Journal*, 50 (3): 237-243

Raimes, A. (1983). *Technique in Teaching Writing*. USA: Oxford University Press.

Tim Pengembangan MKDK. 1990. *Psikologi Belajar*. Semarang: Ikip Semarang Press.

Weigle, S.C.2007. *Assessing Writing*. Cambridge: Cambridge University Press.

Wignell.P &Gerot. L.1994. *Making sense of functional grammar*.Australia: GerdStabler

<http://www.slideshare.net/lolacmasdeu/physical-description-1709929>, retrieved on Monday, 23 July 2012