

## **Improving Students' Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang**

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**Abstract:** This research was aimed at improving writing skill in narrative texts by using storybird for Grade X Teknik Komputer Jaringan 1 students of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang, Kabupaten Siak in the academic year of 2017/2018. This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. The researcher worked collaboratively with the English teacher, as the collaborator and the students. The subjects of the research were 20 students of class X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang, Kabupaten Siak in the academic year of 2017/2018. The data of the study were taken by using test, observation checklist, field note, and interview. The research findings showed that the use of storybird in teaching writing narrative texts was able to improve the students' writing skills. It included their abilities in generating ideas, vocabularies, language use and mechanics. Based on the quantitative data, the students' based score was 71.70 and increased into 72.30 in the test of Cycle I and became 85.30 in the test of Cycle II. Then, the gain score was 13 points. There were several factors that influence the improvement, such as the students' interest with social media like storybird. They enjoyed writing narrative text in storybird and being more creative. Besides, teaching writing narrative texts using storybird could attract students' attention and motivation. The students became more enthusiastic in writing after using storybird in the class. It indicated that the students made a considerable improvement in writing narrative texts.

**Key Words:** *Writing, Narrative Text and Storybird*

### **1. INTRODUCTION**

Teaching English in SMK YPPI Tualang is based on *Kurikulum 2013* (character-based curriculum). It is aimed to encourage students centered situation in which they are able to learn independently. Based on four skills, writing skill is the most difficult and complicated skill. In writing we have to pay attention on

the grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences we make are right and appropriate with the contexts. In Senior high school, it was not easy for the students to write something. This reality made teachers need to think how writing skill could be mastered by their students. They should construct the idea perfectly to

make it so understandable that other people could catch the meaning or the purpose of the message or an idea in writing. It made their skill in writing is so far from what it being expected. After interviewing the English teacher, it was found that there were some problems in writing narrative text faced by students at SMK YPPI Tualang. First, students wrote the same sentences in narrative text, it caused by they have less creativity in writing. Second, they were not able to choose the right diction in a sentence. Third, they made mistakes in using grammar, such as tenses used, pronoun, and subject verb agreement. Fourth, students were less reading book and made them being not able to develop their idea more. Last, students were not interesting in writing because the media that was used in writing just a piece of paper and still conventional. Therefore, many students considered it as the hardest to learn. According to the problems above, the researcher wanted to assume the media that could encourage the students in writing narrative. The media that had been used was Storybird. This media is one of free writing related tools and resources available on the web. Storybird, which is a storytelling website, is an activity that helps students to improve writing ability and reading ability and boost creativity and imagination through a beautiful picture. Storybird, describes itself as “collaborative storytelling”, is a social media service that allows users to create a story to connect with

users regardless of ages and places. The application of Storybird has encouraged the users to create over 10 million picture books for the past few years as there are avid readers and talented writers who are inspired with the use of arts in storytelling Jussel (2009). It means that Storybird is indeed a great tool in engaging students to write narrative text as it brings students into the world of virtual storytelling with its interesting and beautiful images, ready to be crafted into stories by the users.

## **2. METHOD**

The type of this research was Classroom Action Research. Action research was an interactive method of collecting information that was used to explore topics of teaching, curriculum development and student behavior in the classroom. Elliott (1991) defines action research as: “Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice.”

### **2.1 Participants**

The participants of this research were the students at grade X TKJ I

SMK YPPI Tualang that consist of 20 students.

## 2.2 Data Collection

In this research, researcher used some instruments to collect the data, such as: test, observation, field note, and interview.

### 1. Test

In order to get the statistical data for this research, the researcher gave test the students. It was used for knowing the students writing skill in narrative text. First, the researcher gave a topic about narrative text. Then, the form of test itself was written in storybird individually. The students created their own story based on the topic above. The last, the students was assessed by using writing scoring rubrics.

### 2. Observation

This instrument contained the indicators of teaching writing skill in narrative text. It was used to see and the note the real activities in the classroom while the researcher taught narrative text by using storybird. In this research, the observation sheet did by the collaborator. The collaborator was English teacher in the school.

### 3. Field Note

This instrument was used to support the data of observation checklist and learning process (research), English teacher as the collaborator wrote all activities and occurrences that were happened in the classroom. It was used for knowing the situation and condition in the

classroom while teaching process.

## 4. Interview

Interview found out the factors that influence the students' writing skill by using storybird and gained more information about students' writing skill and their comments of using storybird. The researcher gave each student the interview sheet. It means that, the researcher interviewed all students.

## 2.3 Data Analysis Technique

There were two ways in analyzing the data:

### 1. Quantitative Data

The data was gotten from the result of the test were quantitatively analyzed through the formula of percentage using formula by Sudijono (2008:38) as below:

$$M_x = \frac{\sum x}{N}$$

$M_x$  = Mean

$\sum$  = amount of the score

$N$  : number of participants

### 2. Qualitative Data

Qualitative data was gotten from observation and field note are analyzed through some processes of qualitative data analysis.

## 3. FINDINGS AND DISCUSSION

### 3.1 Findings

This research was conducted by using two cycles. Each cycle had five meetings. Four meetings were treatment and the fifth meeting was test for students' writing skill in Narrative text. The duration of each meeting was 2x45 minutes. After analyzing both quantitative and

qualitative data, the teacher examined that storybird could improve the students' writing skill in narrative text. The result was explained below:

**Table 1. The Result of Writing Skill from the Based Score to Cycle 2**

Name of Score	Average	Category
Based Score	71.70	Fail
Cycle 1	72.30	Fail
Cycle 2	85.30	Pass

Based on the data above, it was asserted that students' writing score was improved because it could pass the passing grade criteria 75. As explaining above, the final average was 85.30.

Referring to the result of the cycle 1, it could summarize that comparison the score of the students writing by using storybird was increased from the based score to cycle 1. The researcher and the collaborator found that the based score was 71.70 and in cycle 1 was 72.30 within increasing point 0.6. So, the researcher and collaborator agreed to continue to the next cycle for getting better result in improving teaching and learning process.

**Table 2. The Increasing Point of the Average of the Students' Writing Score from the Based Score to Cycle 1**

Name of Score	The Average Score
Based Score	71.70
Cycle 1	72.30
Increasing Point	0.6

At the end of the cycle, the researcher gave a test to measure their writing. The test was done by students in their own storybird account. From the test, it was known there were:

**Table 4.6 the students' Writing Score in Cycle 2**

Category	Number of Students	Percentage
Pass	18	90 %
Fail	2	10 %

Based on the table above, we were able to see the students who were pass and fail. There were 18 students who pass and 2 students who did not pass the minimum criteria. It caused the students still were not serious and took too long time in choosing picture. It made them wrote wrong sentences because time would over.

Based on the data above, the researcher and the collaborator stated that the students' writing skill of narrative text from the based score, cycle 1 and cycle 2 had an improvement as follows:

**Table 4.7 Increasing Point of the Students' Writing Skill Score from Based Score to Cycle 2**

The Name of Score	The Average Score
Based Score	71.70
Cycle 1	72.30
Increasing Point 0.6	
Cycle 1	72.30
Cycle 2	85.30
Increasing Point 13	

Based Score	71.70
Cycle 2	85.30
Increasing Point 13.6	

From the tables and diagram above, it showed a good score from based score to cycle 2 and it increased and passed from passing grade criteria 75. The students improvement was found in their writing narrative text average score that 71.70 in based score, 72.30 in cycle 1 and 85.30 in cycle 2. In cycle 2, the researcher found that students' active and participative were better than cycle 1. And the students also interested to the topic. So, by using storybird made the students enjoyable and fun while they were studying with their friend.

### 3.2 Discussion

As mentioned before that this research was conducted on ten meetings in two cycles. Every cycle had five meetings including a test at the end of the cycle. The purpose of this research was the extent storybird could improve the students' writing narrative text and the factors influenced improving by using this media in narrative text. In this step, the researcher would like to discuss some factors that influence the improvement of students in writing skill by using storybird. The first, storybird in learning made students more creative in writing the narrative text. They were able to choose their own pictures and then wrote the text. It meant that after using storybird in writing narrative text the students were able to write more creative and

developed their idea. It was also supported from previous research that same with this research. According to Zakaria, et al (2016) stated that when using storybird in writing as participants have used variety of images with lengthy texts. They also prefer working collaboratively as they share their feelings and thoughts with their friends in gaining more ideas to write and choosing suitable vocabulary. Also according to Thonghattha, et al (2016) indicated that creative English writing ability after using Storybird was significantly higher than before. Overall, Storybird was an effective tool to enhance students' creative English writing ability for Matthayomsuksa III students of Pakphanang School. Besides, it can motivate students toward creative English writing. The second, students were helped by their partner. By using storybird, students were able to ask opinion from their friend about the picture. Third, students' interests with social media like storybird. By using media online in the classroom, students were more interested in learning and made them paid attention in writing narrative text.

### 4. CONCLUSION

After conducting this Classroom Action Research in improving students' writing skill in narrative text by using storybird had some factors that could influence the changing of writing skill at class X TKJ 1 of SMK YPPI Tualang. There were students' interests toward storybird, made

students enjoyable and could develop their creativity, last Students more enthusiastic to storybird, because social media is popular in them and while learning they also connect with their friends.

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