

THE EFFECT OF *STORYBIRD* MEDIA ON STUDENTS' WRITING SKILL

(An Experimental Research at X Grade Student of MAN Kota Tegal)

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Abstract

The aim of this research are 1) to find out whether there is a significant difference in writing scores in Narrative text between students who are taught by using storybird and those who are taught without using Storybird. 2) to find out student perceptions of the implementation of Storybird. The population is the tenth-grade students of MAN Kota Tegal. This research uses quantitative methods and quasi-experimental as the research design. The researcher uses purposive sampling with two group designs. The total sample is 80 students, from the experimental and control group. The data of the research were taken by using writing test and questionnaire. The result of the test revealed that the experimental group had improved their writing ability more than the control group, this is evidenced by the mean value of the experimental group post test 81.20 higher than the control group 61.63. And the Paired T-test was used revealed that the two tailed significance level is $0.000 < 0.05$. It shows that the post-test means of the experimental and control groups statistically different. In addition, the majority of the students agree that Storybird platform help to improve students' writing skill. In conclusion, teaching writing narrative using Storybird platform has a positive effect on students' writing ability. Then, the writer suggest to the English teachers use Storybird platform as a learning media, and for the further researchers the writer expects that this research can be a reference and provides knowledge.

Keywords: Writing, Narrative Text, Storybird Media

1 INTRODUCTION

In Learning English there are four skills that must be considered to master it. The four skills are reading, writing, speaking and listening. Mastering all four is something that must be done, including writing. These skills should be addressed in a way that enables students to achieve the goals for increasing students' communicative proficiency (Sadiku, 2015). Particularly writing is an action that someone takes to express the ideas that are on their mind, so that the message can be delivered, in the process someone is expected to be able to write in a structured manner. Harmer (2004) said writing allows one to convey thoughts, feelings, and opinions while also creating language that conveyed in writing form. Supported by Mayers, as cited in Al-vania et al., (2019), writing skills is the ability used by writers to put their thoughts into written in a meaningful form.

Teaching writing is difficult, it requires the right way in the teaching process. According to Monaghan (2007), teaching writing involves our thinking. By expressing thoughts in writing, we are ordering and analyzing our own ideas. Related to Sukmawan et al., (2019) teaching methods applied by a teacher in the classroom, can affect students' ability in writing. Therefore, the teacher should think about what method is suitable for learning writing or using a medium in teaching writing to improve students' writing skills. The website that suitable for learning writing is Storybird.

1.1. Objectives

1. To find out whether there is a significant difference in writing scores narrative text between students who are taught by using Storybird and those who are taught without using Storybird.
2. To find out students perceptions of the implementation of Storybird.

2 LITERATURE REVIEW

2.1. What is Storybird?

Noor (2010) states media that is used in teaching and learning process is known as learning media. In this context, learning media refers to the instruments that educators utilize to deliver educational messages during the teaching and learning process. Students' interest and focus might be piqued by the usage of learning material. The use of media in the teaching process is very necessary. In learning writing, there is no difference; there are many media that can be used, including a website called Storybird.

General terms, Storybird is referred to as a community for visual storytelling. It is a nexus for writers, artists, and readers of all ages worldwide. The goal of Storybird is to enable anyone to create stunning, artistically inspired stories. Storybird is a web that supports digital storytelling through the use of pictures that inspire students to create stories. Herrera Ramírez (2013) states that using Storybird for learning, will make students more structured in making a story through the pictures that have been provided. And making stories through Storybird will increase their writing ability. Supported by Anita (2016), one of the website 2.0 tools, Storybird, encourages students to write narratives that are more imaginative and creative. She is also proposed that the Storybird creates three different types of digital books, including picture books with more art and less text, long-form books with less art and more chapters, and poetry (one image and a few words). Eventually, in 2014, the Longform Book was made available to compose a lengthy story with numerous chapters like a novel, and the appearance was also enhanced. Storybird is a website that is easily accessible by everyone. It has many features that can help in learning English, especially teaching writing. Writers can choose the type of writing they prefer to write from comics, novels and poetry can be created through storybird.

The examples of Storybird:

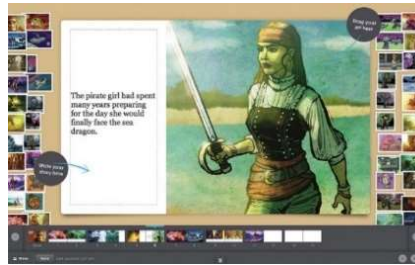


Figure 1. Picture Books

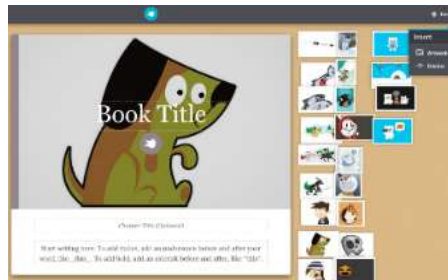


Figure 2. Longform Books

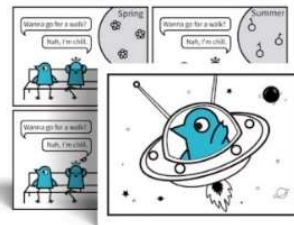


Figure 3. Comics

The advantages in using Storybird:

1. Help students to build ideas, because of the artworks, students may easily build the contents.
2. Encourage students motivation in writing, due to their popularity with social media, the fun artworks, a lot of features, the students' enthusiasm for writing increases after utilizing Storybird in class.
3. Encourage student creativity, using Storybird, students can be free to create and pour their creativity through a story.
4. Effective learning media for writing.

2.2. Writing

Writing is an activity that progresses. This indicates that people have already thought about what people will say and how they would say, it when they first write something down. Harmer (2004) claims that writing is a means of generating language and expressing thought, emotion, and opinion. According to Nunan et al., (2003), writing is the activities of arranging new ideas, considering how to put ideas into coherent statements and paragraphs, and putting them into words. Writing is an activity where someone can convey what is on their mind or what they think in the form of written. In the implementation, creativity is needed within us to be poured in a written form. That is why the writer matched the Storybird media for learning writing. Because the Storybird it gives students the freedom to express their ideas and creativity in the form of writing.

2.2.1. Teaching writing in senior high school

The term “genre” refers to a variety of writing types. The texts are correlated across each level of competency and are taught in accordance with the students' grade level. Students in the tenth grade learn to identify parts of the text in their early writing lessons by examining the social function, text structure, and language feature of the text. As mentioned in the English textbook for tenth grade SMA/MA/SMK/MAK, numerous teaching materials require students to write. There are descriptive text, announcement, recount, and narrative texts. These are the materials that are taught to tenth grade students of MAN Kota Tegal.

2.3. Hypothesis

1. H_1 : There is a significant effect of using Storybird platform on students' writing ability in narrative text.
2. H_0 : There is no significant effect of using Storybird platform on students' writing ability in narrative text.

3 RESEARCH METHODOLOGY

3.1. Research Design

This research used a quantitative method as an approach and experimental research as the type of the research. In this research, the writer used a quasi-experimental with two group designs as a research design. The writer uses writing test by comparing two groups of classes as sample.

3.2. Research Participants

The writer took the population of tenth-grade students of MAN Kota Tegal. It consists of 486 students. The research included 80 participant as a sample. There are two classes: a control class with 40 students and an experimental class with 40 students. The writer used purposive sampling as a technique of sampling. The writer chose class which suggested by the English teacher.

3.3. Data Collecting Technique

The data collection method is how researchers collect data. By using pretest, post-test, and questionnaire the data collected. Prior giving treatment in the form of Storybird media, pre-test are given to find out the level of students' writing ability. There are a lesson in the experimental class to write using Storybird while the control class taught to write without using Storybird. After the treatment, a post-test and questionnaire administered. The results of the post-test were utilized to calculate the students' grades or accomplishments. While a questionnaire is given out to ascertain how Storybird implemented in the experimental class.

3.4. Research Instrument

The writer in this research, uses a writing test and questionnaire as an instrument. The writing tests are used to find out whether Storybird makes a difference in the effect of writing ability of students who are taught with and students who do not use it.

3.5. Technique of Analyzing Data

Using the SPSS 22 application, a-test was used to examine the data. The methods are; analyzing descriptives statistics, normality test, homogeneity test, paired-sample t-test and independent sample t-test.

4 RESULTS

4.1. Research Results

4.1.1. Descriptives statistics

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experiment	40	55	81	66.45	6.520
PostTest Experiment	40	70	96	81.20	7.439
PreTest Control	40	48	75	58.85	6.971
PostTest Control	40	51	77	61.63	6.364
Valid N (listwise)	40				

The result of the test revealed that the experimental group had improved their writing ability more than the control group, this is evidenced by the mean value of the experimental group post test 81.20 higher than the control group 61.63.

4.1.2. Normality test

Table 2. Normality Test

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Writing Scores	PreTest Experiment	.128	40	.100	.970	40	.356
	PostTest Experiment	.107	40	.200*	.947	40	.060
	PreTest Control	.124	40	.121	.957	40	.129
	PostTest Control	.126	40	.111	.955	40	.109

As a result, since the significant result for both classes was more than 0.05, the data is normally distributed.

4.1.3. Homogeneity test

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Students Writing Scores	Based on Mean	.995	1	78	.322
	Based on Median	1.158	1	78	.285
	Based on Median and with adjusted df	1.158	1	77.976	.285
	Based on trimmed mean	1.065	1	78	.305

The significant result based on the mean score was 0.322. since more than 0.05 was required for a significant result, the acquired data were homogeneous.

4.1.4. Analyzing paired sample t-test

Table 4. Paired Sample Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-14.750	3.357	.531	-15.824	-13.676	-27.789	39	.000

According to the previous table, Pair 1's sig. (2-tailed) result is $0.000 < 0.05$. It implies that utilizing Storybird platform has a positive impact on students' skill to write narratives. As a result, the null hypothesis (H_0) has been rejected, whereas the research hypothesis (H_1) has been accepted.

4.1.5. Analyzing independent sample t-test

Table 5. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Writing Scores	Equal variances assumed	.995	.322	12.646	78	.000	19.575	1.548	16.493	22.657
	Equal variances not assumed			12.646	76.172	.000	19.575	1.548	16.492	22.658

The two-tailed significance level is $0.000 < 0.05$. It shows that the post-test means of the experimental and control groups differ statistically significantly.

4.1.6. Questionnaire result

The writer provided 15 questions with 40 students as respondents. In this research, the writer used the SPSS22 program to determine the students' opinion scores. The formula that determined total score that has been examined such as the following;

Table 6. Questionnaire Result

No	Questions	Result	Conclusion
1.	Storybird membantu saya dalam mengembangkan konsep cerita yang akan saya buat.	52,5% agree	Storybird help students in developing the concept of the story to be created.
2.	Dengan menggunakan Storybird membuat saya lebih mudah dalam menemukan ide untuk menulis.	55% agree	Storybird platform helps students find ideas for writing English stories.
3.	Menggunakan Storybird saya dapat mengetahui cerita apa yang akan saya buat.	52,5% agree	Storybird platform helps students to know what stories to create.
4.	Penggunaan Storybird membantu saya untuk memperluas ide cerita saya.	47,5% agree	Storybird platform helped students expand their story ideas
5.	Storybird meningkatkan kreativitas saya dalam menulis cerita	60% agree	Storybird platform increases students' creativity in writing English stories.
6.	Saya menikmati penggunaan Storybird sebagai media dalam kegiatan kelas	37,5% agree	Storybird platform makes students enjoy learning writing in the classroom.
7.	Saya percaya bahwa Storybird adalah platform yang efektif untuk menulis teks cerita.	55% agree	Storybird platform is an effective medium to use for writing stories.
8.	Saya tidak merasa kesulitan dalam menulis cerita ketika menggunakan Storybird	42,5% agree	Storybird platform is easy to use.
9.	Menggunakan Storybird dalam menulis sebuah cerita lebih membantu daripada menggunakan buku pelajaran	45% agree	Storybird platform is more helpful than just using textbooks.
10.	Storybird membantu saya menjadi lebih percaya diri dalam menulis cerita	60% agree	Storybird platform helps students be more confident in writing stories.
11.	Menggunakan Storybird mendorong saya untuk berlatih lebih banyak tentang aspek penulisan dalam membuat cerita.	37.5% strongly agree	Storybird platform helps students practice more about the writing aspect of creating stories.
12.	Storybird adalah media sederhana dan mudah digunakan.	50% strongly agree	Storybird platform is a simple media that is easy to use.
13.	Storybird telah memperluas pandangan saya dalam menulis teks cerita.	52,5% agree	Storybird platform broadens students' views in writing stories.
14.	Storybird membantu saya untuk memperhatikan koherensi cerita saya.	40% agree	Storybird platform helps students pay attention to coherence in writing stories.
15.	Storybird membantu saya untuk memperhatikan karakter yang digunakan dalam cerita saya .	42,5% strongly agree	Storybird platform helps students are more focused on the characters used in their stories.

Based on the questionnaire result, the majority of the students agree that Storybird platform help to improve students' writing skill.

4.2. Discussion

Students in both experimental and control classes found it difficult to create stories, because they did not know how to build ideas for writing stories, found it difficult to sort out words to make a well-created story, and even lacked motivation and interest in writing

stories. Besides that there are still many writing errors such as “Tiana lives in a cozy little hous” which is supposed to be “Tiana lived in a palace”. Apart from the wrong writing, the story made by one of the students in this experimental class was not coherent with the pretest questions that had been given. Other writing errors such as “He lived with his palaces maid” which is supposed to be “She lived with her palaces maid” and various other typos.

Storybird platform is one of the learning media that can help students in writing stories. Storybird assists students in their learning narrative writing particularly. Arianti (2009) states that using Storybird, students can study narrative writing at anytime and from anywhere. Students can use it independently because Storybird includes an easy follow to guide. Storybird allow students to be an independently learner. In addition, [11] as cited in [12] revealed that using Storybird significantly improved students ability to write in creative English. As a whole, Storybird platform was a useful tool for students in learning writing.

The experimental class and control class were given the same material but with different treatments. The experimental class was given a treatment in the form of learning to write narrative text using the Storybird platform as media. Whereas the control class was given the same material as the experimental class, however they employed another learning media, such as Power Point Presentation. Then, after giving each class the treatment, the writer gave each group a post-test. The experimental group's learning outcomes at MAN Kota Tegal by using the Storybird platform were better than the control group.

This is evidenced by the result of two-tailed significance value for the paired samples t-test is 0.000, which the result is less than 0.05. Then, it can be concluded that the difference in the mean scores on the pretest and post-test for the experimental class that is statistically significant. This suggest that the Storybird platform helps students write narratives effectively. Thus, H_0 has been scaled down whereas H_i is accepted. Additionally, the independent sample t-test result's sig. (2-tailed) value is 0.000 which is lowest than 0.05. It denotes that the mean post-test scores of the experimental class and the control class significant difference. This is also supported by the results of the questionnaire answers which agreed by the majority of students that the use of the Storybird platform helped students in determining ideas for writing stories. 47.5% or 19 students answered agree and 35.0% or 14 students strongly agree that the Storybird platform helped students expand their story ideas. Because in Storybird there are pictures that can make students inventions with story ideas that they want to make. In accordance with Sadik (2008), the Storybird platform offers a variety of images so that students can create their own stories using it.

5 CONCLUSIONS

The students' writing narrative text taught by using Storybird platform at the tenth grade of MAN Kota Tegal takes a higher score than the control class, which is without taught by using Storybird. The Descriptive Statistic analysis that was occurred shows that the results of the mean post-test score in the experimental class are 81.20 which is higher than the control class which reached a mean score of 61.63.

Based on the calculation of the Paired Sample T-test, the calculated sig. (2-tailed) value is 0.000, which is lower than 0.05, therefore the alternative hypothesis (H_i) that states “ There is a significant effect of using Storybird platform on students' writing ability in narrative text” has been accepted, whilst the null hypothesis (H_0) “There is no significant effect of using Storybird platform on students' writing ability in narrative text” has been rejected. In addition, the independent Sample T-test calculation conducted by the writer shows that the sig. (2-tailed) value is 0.000, which is lower than 0.05. Then, it can be concluded that there is a significant difference between the post-test scores students taught utilizing Storybird platform (the experimental class) and those taught without utilizing Storybird platform. It is concluded that using Storybird platform significantly improves students' narrative writing skill.

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