

CHAPTER I

INTRODUCTION

This research focuses on the effectiveness of *Storybird* application as a web tool to enhance students' writing skill in narrative text. This chapter discusses the background of the study, the statement of the research problem, the hypothesis, the objectives of the study, the significance of the study, the scope and limitation, and key terms.

A. RESEARCH BACKGROUND

In learning a language, there are four skills that must be mastered by learners. The four skills are speaking, listening, reading and writing. In communicating, language has three ways, there are spoken, written and using symbol. Spoken language is used to communicate with other people orally, such as to give a speech, to discuss something, to clarify the information and other communication purposes. Written language is the presentation of information on paper in form of writing. Many people realize that communicate through spoken or orally is important, but they do not realize that writing is also important in our social life. People can communicate with others through written text when they do not meet each other. Through written, people can achieve some purposes such as looking for scholarship, looking for job and many others. Through written, people also can express their opus such as book, novel, short story and others. Writing is one of ways to communicate because through writing, we can share, inform, explain and express something that we will convey. Another linguist, Hyland explained that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. Therefore, when constructing their views (ideas), the people

have to make it understandable and acceptable.¹ Writing is one of skill of how people can express their opinion, idea or imagination. In English, writing is one of skills that should be mastered by learners. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter.² It can be said that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace and in the community.

Writing is one of most challenging skill that is learned by English students, because they should be able to arrange and organize their idea in a good and understandable reading. Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. According to Simpson, the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.³ Besides, Richard and Renandya stated that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text.⁴ As stated in a research by Wafa, many learners find difficulty when they are asked to write. This is because they lack of practice, are afraid of

¹ Hyland, K. 2004. *Second Language Writing*. New York: Cambridge University Press. p.9

² Mark Warschauer, Invited Commentary: New Tools for Teaching Writing, *Language Learning & Technology* 14, 2010, pp. 3-8

³Simpson.1998.*Research in Language Teaching*
<http://exchanges.state.gov/forum/vols/136/no2> Vol. 36 no 2, April- June p. 34. Accessed on June 5th, 2016

⁴ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current Practice*, (New York, Cambridge University Press: 2002), 303.

making mistakes, lack of vocabulary and lack of understanding in grammar.⁵ In addition, Aimah stated that the learners generally do not know what they have to write, because they do not have any idea.⁶ Other research have discussed about the difficulties in learning writing and provided some strategy or solution for this problem.

Based on syllabus of curriculum 2013, students of Senior High School are expected to be able to write some genres of text such as descriptive text, recount text and narrative text.⁷ Writing skill should be mastered by language learners but in fact many students ignore this skill. Perhaps many of students often read and analyze many genres of texts, but they get some difficulties to write or create it. The difficulties of writing that people often face such as getting and generating ideas, grammatical errors, choosing appropriate words, spelling and punctuation, etc. There are many possible reasons why students still have low skill in English writing although they have learned it for at least three years at school, such as they are afraid to make mistake in writing and they are less to practice. It can be that they are not interested or not motivated in the learning writing activity and they tend to become passive.

One of the schools that face those problems is Tenth grade students in SMA Negeri 1 Gedangan, Sidoarjo. Based on pre

⁵ Asmal Wafa, et.al., *Keeping Journal Writing to Improve the Writing Ability of the Tenth Grade Students of SMAN 1 Jekulo Kudus in the Academic Year 2009/2010* (Kudus: FKIP Universitas Muria Kudus, 2010), 2

⁶ Siti Aimah, *Demonstration as A Medium in the Teaching of Writing Procedure Text* (Semarang: Universitas Muhammadiyah Semarang. 2009), 1

⁷ Kementerian Pendidikan dan Kebudayaan, *Kurikulum 2013: Standar Kompetensi Sekolah Menengah Atas (SMA)/ Madrasah Aliyah (MA)/ Sekolah Menengah Kejuruan (SMK)/ Madrasah Aliyah Kejuruan (MAK)*, (Jakarta: Kementerian Pendidikan Dan Kebudayaan, 2016), p. 10-16

limenary study before implement this research, most of students of Tenth grade had difficulties such as lack of vocabulary and ideas to create a story. The students also stated that they always get difficulties to generate their ideas even sometimes they do not have idea to start their written. It makes the students lost their motivation in learning writing. Other may have difficulties in the “mechanical” aspects of writing, such as handwriting, punctuation and spelling.⁸ Moreover, the problems can arise for some students in writing because it is complex skill involving multiple processes and abilities. Meanwhile, not only students often found difficulties in writing but also teacher also found it. In the teacher’s problem, the teacher had rarely given the students many opportunities to practice writing skill. He frequently took the grammar materials from the English textbook and seldom used other media in the learning process. The teacher sometimes felt confuse to deliver writing material or give writing task. In addition, Westwood stated that writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive and socio culture competencies.⁹ Also, Richards and Renandya claimed that writing is the most complicated skill for L2 learners to master.¹⁰ Based on Bachani, in his book “Teaching Writing”, stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct

⁸ NSW Public Schools, *Writing and Spelling Strategies: Assisting students who have additional learning support needs*, (Sydney: NSW Department of Education and Training, 2007), p.7.

⁹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Camberwell: Acer Press, 2008), p. 56.

¹⁰ Jack C Richards and Willy A. Renandya, *Methodology Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303.

interaction between the writer and the reader.¹¹ The teacher wants to improve students' motivation and score through interesting method. The teacher needs more inspiration how to teach writing to students. Communicating in process of writing activities starting from pre writing, drafting, revising and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching model to teach English.¹²

In order to solve those problems that students and teacher faced, teacher hope that researcher can give a solution to improve students' writing skill, especially in writing narrative text. It is because teacher felt difficult when giving narrative text task. Teacher stated that there are some kinds of text that must be learned Tenth grade, such as: descriptive text, recount text and the last is narrative text. For narrative text, teacher usually just discuss about generic structure and the tenses of the narrative text. Teacher almost never gives students opportunity to create a narrative text by themselves. Based on the problems that students and teacher face in learning course, the researcher tries to help students and teacher of SMA Negeri 1 Gedangan through combining learning media between writing and technology in a learning process. Through technology, the students can learn any material easier. The researcher provides an interest web tool as digital media for students to improve their writing ability, it is *Storybird* application. *Storybird* application is one of web tool or application that is gained by million users. *Storybird* application can help its users to create, elaborate and design story. *Storybird* is also used as collaborative writing application. The researcher believes that

¹¹ Mohini Bachani, *Teaching Writing*, (Vallabh Vidyanagar: Waymade College of Education), p.1.

¹² Willy Ardian Renandy, Teacher Roles in EIL, *The European Journal of Applied Linguistic and TEFL*, 2012, pp. 66-80

interesting media can help students to be motivated in learning writing. If students are motivated to learn writing, it can help students to improve their score and ability in writing. Beside, teacher can deliver writing material and control students' writing task easily. *Storybird* application can help teacher to improve their teaching more interesting.

B. RESEARCH QUESTION

1. How effective is *Storybird* application used in teaching learning process of writing narrative text in SMA Negeri 1 Gedangan?
2. What are the students' responses toward using *Storybird* application in writing narrative text?

C. OBJECTIVE OF THE STUDY

This study is purposed to know the effectiveness of using *Storybird* application as an alternative media for teacher in teaching writing narrative in SMA Negeri 1 Gedangan. Besides, this study is also purposed to know what students' responses is toward using *Storybird* application in writing narrative text.

D. HYPOTHESIS OF THE STUDY

Donal Ary explained that when making a hypothesis, a researcher is predicting what the outcome of study will be.¹³ The hypothesis in this study is *Storybird* application is effective to be used by students and teacher in writing classroom activity. *Storybird* application can help and motivate students to learn writing in SMA Negeri 1 Gedangan.

¹³Ary, Donal. *Introduction to Research in Education Eight Edition*. (Canada: Wadsworth Cengage Learning, 1990) p. 96

Ha : Hypothesis is accepted. It means that *Storybird application* is effective to be used in learning writing narrative

Ho : Hypothesis is rejected. It means that media *Storybird* is not effective to be used in learning writing narrative.

E. SIGNIFICANCE OF THE STUDY

The finding of this study is expected to provide some advantages both for students, teacher and researcher, some of them are:

1. The process will be help teacher to solve his teaching problem in teaching narrative writing. Besides, the media that researcher use in this research can be used by teacher as an alternative media to teach writing. Moreover, the media can facilitate teacher to give, assess and evaluate writing assignment.
2. The media that researcher use in this experiment can be used by students as a media to practice writing. In this media, students can practice to make many stories with interest pictures. Besides, it will give experience and new challenges for students as an effort to write a good writing. In addition, all of features of the digital media can help students to be creative and imaginative in creating a story through any pictures. When the students are motivated, automatically the students can more often practice to write. It can improve students' writing ability and writing score.
3. The process and the results of this study are very useful for researcher, because it will help the researcher to finish this study. Beside, this study gives many new knowledge and new experience in using technology to teach writing. Through this study, researcher knows some media that can be used to teach writing according to the needs of each.

F. SCOPE AND LIMIT OF THE STUDY

Due to the topic discussion as the problems have been identified above, the scope of this study is the effectiveness of using *Storybird* application in learning writing narrative. This research focus on some aspects that can make *Storybird* application be effective to be used in writing classroom activity such as students' score improvement, and students' responses. The limitation of this study is the Tenth grade students of SMA Negeri 1 Gedangan Sidoarjo 2017/2018. In this study, the researcher takes the first year students as respondents of the research. This study will be hold based on English schedule of Tenth grade of SMA Negeri 1 Gedangan, Sidoarjo. This study will be done in 3 times meeting. This study focus on how the *Storybird* application is used in learning writing and its effect for students of SMA Negeri 1 Gedangan.

G. DEFINITION OF KEY TERMS

It is important for the researcher to make clear the terms used in this paper as this followings:

1. Effectiveness

Sharon stated that effectiveness teaching practice begins with the thoughtful and intentional design of learning that engages the students intellectually and academically.¹⁴ According to Kamus Besar Bahasa Indonesia (KBBI), the definition of effectiveness is something that has an influence or effect generated, efficacious, brings results and is the success of an effort or

¹⁴ Sharon, Friesen. *What Did You Do in School Today? Teaching Effectiveness: A Framework and Rubric*. Canada: CEA, 2009. p 4

action.¹⁵ In this study, the strategy can be said effective when it can improve the students' score and ability of writing skill better than conventional teaching. The effectiveness itself is measured by the score of pre-test and post-test. This research means for effectiveness as an achievement of treatment goal. In this study, the researcher compares the result of pre test and post test of control group and experimental group to measure the effectiveness of *Storybird* application. The effectiveness criterions used in this research are students' score and skill improvements in writing narrative between before and after treatments and student learning outcomes completed classically.

2. Students' Responses

Based on Skinner, an America pshychologist that is adappted by Notoatmodjo (2003) formulated that behavior is response or a person's reaction to the stimulus. Based on Skinner's theory, there are two types of response:¹⁶

- a. *Respondent response or flexive*, it is the response that arise by certain stimulus. The stimulus is called *eliciting stimulation*, it because generates relatively fixed responses.
- b. *Operant response or instrumental response*, it is the response that arises and develops, then followed by certain stimulus. The stimulus is called *reinforcing stimulation or reinforce*, it because strengthens the response.

In this study, the researcher decides that *operant response or instrumental response* is appropriate with the

¹⁵ Wicaksono, Agung . *Efektivitas Pembelajaran*, (<http://Agungprudent.wordpress.com>) accessed on June, 23 2017

¹⁶ Notoatmodjo, Soekidjo. 2003. *Pendidikan dan Perilaku Kesehatan*. Jakarta: Rineka Cipta

purpose of study. Students' responses will be arise and/or develop when the research give stimulus or treatment. To see the students' responses, the researcher will observe and make an observation checklist. Besides the Skinner's theory, the resercher also consider Notoadmodjo's theory about measuring behavior. There are 2 ways to measure behavior:¹⁷ (Notoatmodjo: 2005)

- a. Behavior can be measured directly through interview on respondent's activities that have been done several hours, days, or months ago.
- b. Behavior can be measured indirectly through observe on respondent's activities.

In this study, the researcher will measure through the 2 ways, both directly and indirectly. To measure behavior directly, researcher uses questioner to interview students toward using *Storybird* application. To measure behavior indirectly, researcher uses observation checklist that will be help by English teacher to observe students activities during teaching learning process. Those 2 instruments will support each other to conclude what students' response and feeling and how observer views toward the teaching learning process.

3. Storybird Application

According to Nordin (2010), *Storybird* is a web 2.0 technology that created by Mark Ury for supporting the collaborative story telling with the use of art galleries that inspire people to create stories. Through *Storybird*, learners can activate free personal account to create and writing story using any animation pictures that are provided in this application. *Storybird* can be access in

¹⁷ Notoatmodjo, Soekidjo. 2005. *Metodologi Penelitian Kesehatan*. Jakarta: Rineka Cipta

www.storybird.com. This application can be accessed using Smart phone or PC.

4. Writing Skill

Writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. In this study the researcher means of writing skill is students' ability to express their idea.

5. Collaborative Writing

Collaborative writing is one of strategy of learning writing that involve more than one person who contribute to creation of a text so that "sharing responsibility" becomes essential.¹⁸ In collaborative writing, learners can combine and share some knowledge or ideas that they have. In this study, collaborative writing can be done through web media.

¹⁸ Haring-Smith, T. (1994). *Writing together: Collaborative learning in the writing classroom*. New York, NY : Harper Collins College Publishers, 360.