

**THE USE OF *STORYBIRD* AS AN ALTERNATIVE MEDIA IN
THE TEACHING AND LEARNING PROCESS OF A NARRATIVE TEXT
AT SENIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirement to Obtain
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**The Use of *Storybird* as an Alternative Media in
the Teaching and Learning Process of a Narrative Text
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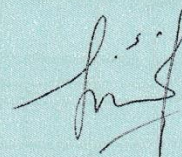
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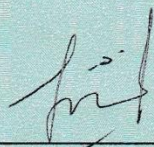
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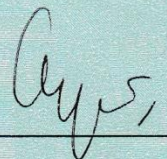
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ABSTRAK

Rahayu, Annisa. 2016. "The Use of *Storybird* as an Alternative Media in the Teaching and Learning Process of a Narrative Text at Senior High School". *Paper*. English Department. Faculty of Languages and Arts. State University of Padang.

Makalah ini membahas tentang penggunaan *Storybird* sebagai salah satu media pengajaran dalam menulis sebuah *narrative text* yang difokuskan pada siswa kelas X Sekolah Menengah Atas (SMA). *Storybird* adalah sebuah media yang menyediakan tempat untuk siswa menulis, membaca, memberikan serta mendapatkan komentar dari teman ataupun guru, dan mempublikasikan hasil karya tulis. Dengan menggunakan media *Storybird*, siswa dapat meningkatkan motivasi serta kreatifitas dalam menulis, menceritakan kejadian atau peristiwa dengan jelas, dan mengasah kemampuan berfikir kritis melalui proses menulis. Langkah-langkah dalam penggunaan media *Storybird* dalam menulis meliputi; (1) guru mempersiapkan materi, media dan kelas yang diperlukan dalam proses pengajaran *narrative text*; (2) guru mengarahkan siswa ke materi *narrative text* dengan menampilkan video berisi contoh teks, (3) guru mengarahkan siswa bertanya; (4) guru menjelaskan *Storybird* beserta fungsinya; (5) guru menampilkan teks beserta susunan/kerangka teks naratif; (6) guru menjelaskan segala yang berkaitan dengan teks naratif; (7) guru bersama siswa mendiskusikan *questions guideline*; (8) siswa mencocokkan kata dengan artinya dalam group; (9) siswa menjawab pertanyaan berpasangan; (10) siswa mengisi *questions guideline* mereka sendiri; (11) siswa menulis dalam *Storybird*; (12) siswa menyimpan karya tulisnya dan mengomentari karya temannya; (13) siswa mengedit dan memperbaiki tulisannya; (14) siswa mempublikasikan hasil akhir tulisannya. Dengan menggunakan media *Storybird*, siswa diharapkan dapat meningkatkan motivasi untuk menulis serta mengembangkan pemikiran yang kritis. Oleh karena itu, *Storybird* dapat menjadi salah satu media yang tepat untuk membantu siswa SMA menulis sebuah *narrative text* dengan baik.

Kata kunci: *writing, narrative text, media, storybird,*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the essential process skills in language learning that need to be mastered by the students. It helps the students to transform their thoughts, experiences and ideas into written form. Graham and Perin (2007:9) state that writing skill is required to be mastered in most contexts of life such as at school, workplace and the community. At school setting, writing has two different roles. First, it is a skill that pictures the writing process to accomplish a variety of goals. Second, writing as a tool for expanding and deepening the knowledge of students.

Meanwhile, writing is the most complicated skill for foreign language learners to be mastered. It is caused by two factors such as grammatical accuracy and generates ideas. Abdel-Hack and Helwa (2014:9) state that writing is “a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar.” Negari (2011:299) supports that writing is difficult for foreign or second language learners because the students do not have enough knowledge about how to generate the ideas. The students need to have background knowledge related to the topic of writing in order to come up with ideas. Besides that, the teacher needs to give the task that help the students to state their ideas.

In the English 2013 curriculum for Senior High School, narrative text is one of the text that the students need to be mastered at the first grade. They are

expected to comprehend the purpose, structures and language features of narrative text. In other word, the students are expected to be able to write a good narrative text.

There are some reasons the writer chooses a narrative text. First, narrative text is different from other types of the text. As Abbott (2002:14-15) states that narrative is unique text with its chronologic. He further says that “narrative text has its own length of time and an order of events that proceeds chronologically from the earliest to the latest”. Second, Nathanson (2006:2) states that narrative is the most powerful tool for teaching and learning since its ability to hook audiences, activate the pleasure principle, and facilitate retention. To hook audience, narrative text emphasizes a story and personal identification with a character to move the audience. To activate the pleasure principle, narrative text usually tells about the survival of cultures that reinforces and creates to share meaning and values. To facilitate retention, means that narrative helps someone to connect with the audience. Third, Abdel and Helwa (2014:12) emphasize that narrative writing requires a high level of thinking. It is caused by management time, emotion and point of view. The hardest part of writing narrative is to choose an appropriate level of detail for the events being written, then the students arrange those details in a sequence that will convey events clearly. Every narrative involves some emotions. The best way to gain control over the whole range of emotional possibilities in writing narrative is to practice writing the “same” events with different emotional coloration. Viewpoint is related to the emotional quality

of the writer. One of the skills the writer should develop in writing narrative is the ability to recount the “same” events from different points of view.

However, there are some problems in writing a narrative text. According to Megawati and Anugerahwati (2012:184) there are some factors that influence the students in writing narrative text such as the students’ low interest in writing skill, the students’ limited vocabulary and grammar mastery, and the lack of using instructional media.

The first problem is the students’ low interest in writing skill. This problem occurs when they do not know how to start writing a sentence or state their ideas into written form. Besides that, the teacher also rarely gives feedback towards the students writing, skip the writing process and more focus on the product. The second problem is the students have limited vocabulary. They cannot convey their ideas, opinion clearly because they do not have enough vocabulary. The third problem is about grammar. The students cannot arrange a good sentence into paragraph because the lack of knowledge about grammar. In other words, they cannot construct the correct sentence. The fourth problem is the use of instructional media. The teacher does not use media which can attract the students’ attention and support them to learn.

To overcome those problems, there are some media that can be applied by the teachers in teaching writing. They are *Storyjumper*, *Comic Strips* and *Storybird*. First, *Storyjumper* is one of 2.0 web tool to create picture books containing images and written text for publishing the students’ work. Kuo et al. (2011) evaluates three websites which promote EFL for young learners in writing

skill. One of them is *Storyjumper*. *Storyjumper* is a website which provides tasks that focus on the students' writing ability. There are some strengths and limitations in using *Storyjumper*. The strength of using *Storyjumper* is the students will be able to learn more about the target language and strategies for language learning. The teacher uses *Storyjumper* as strategies by using the task. However, there are some limitations of *Storyjumper*. First, there is no comment function on *Storyjumper*. In other words, the teacher and students cannot give feedback directly to the students' writing. Third, the students cannot see the writing process of their classmates in classroom. It is caused by the writing process only occurs outside of the classroom. In addition, there are no many topics available in the exercises and tasks outside of the classroom.

The second media is *Comic Strips*. Tatalovic (2009:2) defines *Comic Strips* is "narrate a story through a short sequence of frames". Based on Liu (2004:229) in Ali (2013:57) defines *Comic Strips* as "a series of pictures inside boxes that tell a story". Kristi and Purwati (2013:4) discuss the use of *Comic Strips* in Senior High School students in Indonesia. The *Comic Strips* helps the students to compose writing better than their previous tasks. It also stimulates the students' ideas to write better narrative text. However, *Comic Strips* cannot solve the problems that related to the content, organization, vocabulary and language use.

The third media is *Storybird*. Avery (2011) in Ramirez (2013:170); Menezes (2012:299) state that "*Storybird* is an extremely engaging site that allows the students to focus more on the content of their writing rather than

drawing pictures”. In short, *Storybird* is an social media that is used to create story, publish and get comment from others. In addition, *Storybird* can solve some problems; organize ideas, grammar, vocabulary and motivation. *Storybird* helps the reluctant and shy students to write on their own. The use of *Storybird* can solve some problems in reading and writing skill. To illustrate, Chuang and Kuo (2013:144) find that *Storybird* is a potentially useful website for young learners in Taiwan to increase vocabulary and reading comprehension. However, Menezes (2012:300) states that *Storybird* can promote students’ imagination, literacy and self-esteem in a Language Teacher Master class in the Polytechnic of Castelo Branco, Portugal. Ramirez (2013:177) supports that *Storybird* improves the students writing skill such as more aware of arrange structures, improve vocabulary and increase complex sentences in English course at Instituto de Lenguas de la Universidad Distrital (ILUD) in Bogota, Columbia. In addition, Sari and Al-Hafizh (2014:218) discuss that the use of *Storybird* as media helps the students to find and gather the ideas in writing a recount text of Junior High School in Indonesia. Furthermore, *Storybird* can be implemented from kindergarden until college level. Ramirez (2013:170) supports that the teacher may find *Storybird* is useful at any education level. It is started from primary school with literacy purposes where English is spoken as the native language, up to higher education and English courses for ESL or EFL students.

Therefore, it can be said that the use of *Storyjumper* and *Comic Strips* as media are not appropriate in teaching writing a narrative text because both of them do not allow the teacher and students to give feedback and they have the

limitation of language use. *Storyjumper*, *Comic Strips* and *Storybird* have the same functions where students can create a story that is equipped with many vivid pictures to provide writing aid. However, there are some differences among them. *Storybird* and *Storyjumper* are a safe place for writing, but only *Storybird* that requires the teacher to register the class. In addition, *Storybird* has the giving comments functions. It provides the teacher rights for commenting on the students' works privately or public. Besides that, it also provides the commenting function between the students' peers in classroom setting. *Storybird* and *Comic Strips* can be implemented in or outside the classroom, while *Storyjumper* only can be used outside the classroom. However, *Storyjumper* and *Storybird* provide a learning environment without restrictions of time and space. They are authenticity and practicality tools which emerge the students' creativity, but *Comic Strips* only can stimulate the students' ideas.

For those reasons, it is important to use *Storybird* as alternative media in the teaching and learning process of a narrative text for Senior High School students. It is expected that the use of *Storybird* in the teaching and learning writing a narrative text can help the Senior High School students to generate the ideas and enhance the critical thinking.

B. Limitation of the Problem

Related to identification of the problem above, the problem in this paper is limited that focus on the implementation of using *Storybird* in teaching and learning process of writing a narrative text for first grade of Senior High School students.

C. Formulation of the Problem

Based on the limitation of the problem, the problem is formulated as following question: “How is the implementation of using *Storybird* in the teaching and learning of a narrative text for first grade of Senior High School students?”

D. Purpose of the Paper

The purpose of writing this paper is to explain how English teacher implement *Storybird* in teaching a narrative text for first grade of Senior High School students.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Storybird facilitates the teacher and students in learning process. The students can sign it on *Storybird* directly with user that has been prepared by the teacher. Besides, it provides the teacher to monitor students' publish or unublish work. In addition, *Storybird* motivate students to write when the teacher publish their work in public setting. It enhances students' critical thinking by giving comment and editing/revising process. The final product of students can be print it out and read as a book story. Eventhough this media are used in first and second language learners as collaborative work, but the writer modifies this media as individually. The students also need to do some tasks before start to write on *Storybird* in order to help them generate and organize the ideas, state the sequence of events clearly.

B. Suggestion

Based on the conclusion above, the writer gives some suggestions to English teacher. First, the teacher needs to create a digital story book. Second, the teacher needs to provide a computer classroom with a good internet connection. Third, the teacher should be creative in implementing the *Storybird* in the classroom. The last, the teacher is invited to conduct deeper study about the use of *Storybird*.

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