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Teaching Writing Skills through Descriptive Text by Using Digital Storytelling "StoryJumper"

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Abstract

The aims of this study are to describe the implementation of StoryJumper, to describe the students' skills in writing descriptive text after being taught using StoryJumper, and to explain the teacher's and student's perceptions toward the use of StoryJumper at the tenth-grade of MA Al Ikhsan Beji in the Academic Year 2022/2023. This study used Classroom Action Research (CAR). The subjects of this research were students in class X Social Science 1. The data were collected from observations, tests, and interviews. The result of this research shows that teaching writing skills through descriptive text using digital storytelling "StoryJumper" run effectively. It could be seen from the result of the observation that the teacher and the students could implement StoryJumper as a medium for teaching writing descriptive text properly. The students' skills in writing descriptive text improved after the implementation of StoryJumper. From the result of the tests, the mean scores increased from 48.95 in pre-test to 71.94 in post-test 1 and to 80.38 in post-test 2. The students' scores were analyzed using the Paired Samples T-Test in SPSS 20. The result shows that the *p*-value is 0.000 which is less than 0.05. It means that the result is statistically significant. The teacher and students also had positive perceptions toward the use of StoryJumper. Furthermore, it can be concluded that digital storytelling "StoryJumper" is effective to be used as a learning medium for writing descriptive text.

Keywords: *Teaching Writing, Descriptive Text, Digital Storytelling StoryJumper*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan StoryJumper, mendeskripsikan keterampilan siswa dalam menulis teks deskriptif setelah diajar menggunakan StoryJumper, dan menjelaskan persepsi guru dan siswa terhadap penggunaan StoryJumper pada siswa kelas X MA Al Ikhsan Beji Tahun Ajaran 2022/2023. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas X IPS 1. Data dikumpulkan dari observasi, tes, dan wawancara. Hasil penelitian ini menunjukkan bahwa pengajaran keterampilan menulis melalui teks deskriptif menggunakan digital storytelling "StoryJumper" berjalan efektif. Hal ini dapat dilihat dari hasil observasi bahwa guru dan siswa dapat menerapkan StoryJumper sebagai media pembelajaran menulis teks deskriptif dengan baik. Keterampilan siswa dalam menulis teks deskriptif meningkat setelah penerapan StoryJumper. Dari hasil tes, nilai rata-rata meningkat dari 48.95 pada pre-test menjadi 71.94 pada post-test 1 dan menjadi 80.38 pada post-test 2. Skor siswa dianalisis dengan menggunakan Paired Samples T-Test di SPSS 20. Hasil menunjukkan bahwa p-value adalah 0.000 yang lebih kecil dari 0.05, artinya hasil tersebut signifikan secara statistik. Guru dan siswa juga memiliki persepsi positif terhadap penggunaan StoryJumper. Selanjutnya dapat disimpulkan bahwa digital storytelling "StoryJumper" efektif digunakan sebagai media pembelajaran menulis teks deskriptif.

Kata Kunci: *Pembelajaran Menulis, Teks Deskriptif, Digital Storytelling StoryJumper*

INTRODUCTION

At the high school level, students were taught various genres of texts. The genres of texts that students should learn in senior high school are functional short text; essays in the form of recount, narrative, and descriptive; as well as conversational texts or interactional texts (Kemendikbud, 2017). In the tenth-grade level, the students are expected to have skills in writing descriptive text. Descriptive text is a text that gives descriptions about sensory

experience about how something feels, tastes, looks, sounds, etc (Kane, 2005, p. 352). However, the students still have some problems in writing a descriptive text.

Several problems were found during the preliminary research. The first problem was that the students spent a lot of time in writing descriptive text because they found difficulties to develop their idea. The second problem was that the students were bored in the writing class due to the teacher only used traditional media. The third problem was that the students still lacked of vocabulary and grammar mastery.

In accordance with several problems above, writing a descriptive text seems to be a challenging task for the tenth-grade who are easily bored with the conventional media. The role of teachers has to complete the needs of these students. Prensky (2007) as cited in Zakaria *et al.* (2016) highlighted how important it was for teachers to utilize technology in the lesson.

One of the digital storytelling media utilized in teaching writing skills in descriptive text to students is StoryJumper. StoryJumper is a website that can be used as a medium for creating storybooks. Yee and Kee (2017) recommended StoryJumper as an alternative approach for teaching English language writing to the students. StoryJumper as a digital storytelling medium can provide benefits for the students such as increasing students' scores in writing descriptive text significantly (Tarigan & Liana, 2018). Furthermore, Mohammad and Yamat (2020) also found that the teacher and the students had positive perception toward the use of StoryJumper.

The researcher would like to conduct research with the title "Teaching Writing Skills Through Descriptive Text Using Digital Storytelling "StoryJumper" at the Tenth Grade of MA Al Ikhsan Beji in the Academic Year 2022/2023. This research aimed (1) to describe the implementation of StoryJumper, (2) to describe the students' skills in writing descriptive text after being taught using StoryJumper, and (3) to explain the teacher's and student's perceptions toward the use of StoryJumper at the tenth-grade of MA Al Ikhsan Beji in the Academic Year 2022/2023. The researcher chose this topic because Digital storytelling can be effective and useful medium to teach writing skills, especially in writing descriptive writing (Tarigan & Liana, 2018).

METHODOLOGY

The researcher used Classroom Action Research (CAR) that was proposed by Kemmis and McTaggart as the research design in this study. Action research is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence (McNiff, 2002, p. 16). According to Kemmis and McTaggart (1988) as cited in Burns (2013), CAR involves four phases in a cycle such as planning, action, observation, and reflection. The cycle would stop after completing these criteria:

1. The mean score of the post-test is equal/higher than or minimum criteria of mastery learning which was determined by the school. The minimum criteria of mastery learning is 75 for English subject.
2. The 75% of students who pass the KKM.

There were two cycles undertaken in this study. The subject of this study was the tenth-grade of MA Al Ikhsan Beji in the academic year 2022/2023, especially class X Social Science 1. There are 23 students in class X Social Science 1. The class consists of 14 female students and 9 male students.

The data of this study are in the form of qualitative and quantitative. Qualitative data were collected by using observation and interview while the quantitative data were collected by using tests. The qualitative data were analyzed using interactive model proposed by Miles *et al* (2018). The quantitative data were analyzed using Paired Samples T-Test in SPSS 20.

FINDINGS AND DISCUSSION

From the pre-test, the researcher got the data on the students' scores in writing descriptive text. The mean score was 48.95, the lowest score was 34, and the highest score was 96. From the scores, it can be concluded that the students' achievement in writing descriptive text was still low. There were still many students who could not pass the minimum criteria of mastery learning. Besides, the researcher found several problems in English writing class during the preliminary research. The first problem was that the students felt bored in the writing class so that the students did not pay attention to the teacher explanations. The second problem was that the students found difficulties in developing their ideas. The third problem was that the students still lacked of vocabulary and grammar mastery. From those problems, it indicated that teaching and learning in writing descriptive text needed to be improved. The researcher and the teacher would like to conduct CAR to make the condition becoming better.

The teacher needed to prepare many things before implementing StoryJumper in the classroom. The preparation included designing the lesson plan, creating StoryJumper account for the teacher, creating a class in StoryJumper, designing the learning material, designing the student worksheet (template book), adding the students to the class, and guiding them to log in to StoryJumper. There were also some hardwares that should be prepared such as a laptop and an LCD Projector. Then, StoryJumper was ready to use as the learning medium. The teacher used StoryJumper to find the model of a descriptive text and to present the text in the classroom. StoryJumper was also used as media for students to practice writing. They were writing descriptive text in StoryJumper using computer in the computer laboratory.

The students' improvement in writing descriptive text after being taught using StoryJumper can be identified from the mean scores that increased in every cycle. This finding was supported by the previous study conducted by Tarigan & Liana (2018). They found that digital storytelling could increase the students' scores in writing descriptive text. After conducting the cycle 1, there were only 47% of students passed the minimum criteria of mastery learning, which only included 9 students. It showed that the target of 75% of students who succeeded to pass the minimum criteria of mastery learning had not been achieved. Then, the researcher and the teacher conducted cycle 2. After conducting the cycle 2, there were 16 students or 76% of students who succeeded to pass the minimum criteria of mastery learning. It means that this research had achieved satisfactory outcome. The mean scores increased from 48.95 in pre-test to 71.94 in post-test 1 and to 80.38in post-test 2. When the students' scores were analyzed using Paired-Sample T-Test in SPPS 20, the p-value value was 0.00 which was lower than 0.05. It means that there was significant difference in the students' writing scores (Larson-Hall, 2015, p. 59).

Table 1. The Mean Scores of Students in the Five Aspects of Writing

Aspects	**Pre-Test**	**Post-Test 1**	**Post-Test 2**
Content	16.43	20.47	23.67
Organization	9.71	14.95	16.52
Vocabulary	10.67	14.68	16
Language Use	9.52	18.16	19.90

Mechanics	2.62	3.68	4.2

The teacher and students also had positive perceptions toward the use of StoryJumper to improve students' skills in writing descriptive text. This finding is also supported by the previous study conducted by Mohammad and Yamat (2020). From the teacher's opinion in the interview of this study, it was inferred that StoryJumper could help the students to develop their ideas, enrich the student's vocabulary, and improve the students' motivation. From the students' opinion, it was inferred that StoryJumper could make learning fun, help the students to write descriptive text, improve the students' creativity, save the usage of paper, motivate students to write, build new learning experiences for the students, as well as overcome boredom. From the implementation of StoryJumper, they also found some challenges such as device error, low internet connection, etc.

CONCLUSION

After analyzing the data, the researcher draws a conclusion from the research. From the observation, the implementation of StoryJumper to improve students' skills in writing descriptive text in class X Social Science 1 run effectively. The students' skills in writing descriptive text were improved significantly. The mean scores of students' writing increased from 48.95 in pre-test to 71,94 in post-test 1 and to 80.38 in post-test 2. The teacher and the students also had positive perception toward the implementation of StoryJumper although there were some challenges that were faced because this was the first time for them to implement StoryJumper in writing class. Furthermore, it can be concluded that digital storytelling "StoryJumper" is effective to be used as a learning medium for writing descriptive text.

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