

The Implementation of Storybird In Writing A Recount Text For Tenth Grade Students

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ABSTRACT

The objective of this research is to investigate the effect of the implementation of Storybird in writing a recount text for tenth-grade students in Surabaya Senior High School. Storybird is a web application that supports the educational process. Storybird is a creative digital storytelling website that allows students to write their own stories using its writing feature. Therefore, this study aimed to determine if there was a significant difference in the post-test score for producing a recount text between the experimental and control groups after Storybird was implemented. A quantitative method was used in this study, and a true experimental randomized subject posttest-only control group was the design. The samples of this study were 61 tenth-grade students of Senior High School in Surabaya from the experimental class and control class. The data were gathered through post-test and analyzed by the t-test formula using SPSS computation. The findings of this study revealed that there was a significant difference in post-test scores between the experimental and control groups. The independent sample t-test results were significant at $.012 < .05$, showing a significant difference in the post-test results. In conclusion, it suggested that students can implement Storybird in writing a recount text.

Keyword: Storybird, Writing, Recount Text.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penerapan Storybird dalam menulis teks recount untuk siswa kelas sepuluh di SMA Surabaya. Storybird adalah aplikasi web yang mendukung proses pendidikan. Storybird adalah situs web mendongeng digital kreatif yang memungkinkan siswa untuk menulis cerita mereka sendiri menggunakan fitur penulisannya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan terhadap skor post-test untuk menulis teks recount antara kelompok eksperimen dan kontrol setelah Storybird diterapkan. Sebuah metode kuantitatif digunakan dalam penelitian ini, dan kelompok kontrol posttest-only subjek yang benar-benar acak adalah desainnya. Sampel penelitian ini adalah 61 siswa kelas X SMA Negeri di Surabaya dari kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui post-test dan dianalisis dengan rumus t-test menggunakan komputasi SPSS. Temuan penelitian ini mengungkapkan bahwa ada perbedaan yang signifikan dalam skor posttest antara kelompok eksperimen dan kontrol. Hasil independent sample t-test signifikan pada $.012 < .05$, menunjukkan perbedaan yang signifikan pada hasil post-test. Kesimpulannya, disarankan agar siswa dapat menerapkan Storybird dalam menulis teks recount.

Kata kunci: Storybird, Menulis, Teks Recount

INTRODUCTION

One of the fundamental competencies for foreign language learners is the ability to write. This is in line with Hyland (2004), who stated that foreign language learners have to master writing ability since it is considered the most necessary skill to learn a language. Therefore, it is a must for learners to master writing skills when learning a new language. According to Davies (1976), there are two types of skills in language learning; receptive and productive skills. Receptive skills are a learner's competence in understanding the written and spoken language.

On the other hand, productive skills are a learner's competence in communicating with others through written and spoken language. Thus, writing skills include productive skills because the learners are able to produce something in the form of written text. So, it is one of the ways for learners to communicate with others instead of communicating orally. Foreign language students are supposed to be able to express themselves through written language to convey the message of the meaning of words. As may be deduced from those remarks, writing is a way of transforming ideas from our heads into intelligible words, sentences, and paragraphs. So, the students are required to develop their thoughts and construct them into the correct paragraph order.

However, many students think that writing is a complicated activity. There are some reasons why writing is considered a complex activity. The first reason is that it is an activity that involves a way of thinking (Brown, 2000). He also stated that the writer should be aware of many aspects of writing, such as content, grammar, organization, vocabulary, spelling, and punctuation. The last, writing requires a long process. Kencana and Melati (2020), students' skills in paragraph development are very important so that they can express their thoughts in producing a writing. This writing skill becomes more of a concern because students must be prepared from the start to be able to produce a paper (thesis) at the end of their study period. From those statements, it can be inferred that writing is a skill full of complexity rather than the other skills.

As a result, compared to other skills in language learning, such as speaking, listening, and reading, writing skills remain a prevalent challenge for students learning English as a second language. This argument is supported by Abdel-Hack & Helwa (2014), that most foreign language learners still have difficulties in writing English texts because it is more complicated. Moreover, Indonesian students also argued that writing skills are difficult because they face problems related to linguistic elements, grammar structures, and motivation in writing tasks (Novariana, Sumardi, & Tarjana, 2018). On the other hand, other research has found that writing is a vital part of learning a target language, especially English (Sakkir, Rahman, & Salija, 2016). Thus, language learners must master writing skills, even though it is not easy. According to Novariana et al. (2018), students experience several difficulties in their writing skills: lack of motivation to learn English, lack of grammar used, common vocabulary, passive in classroom activities, and lack of word structure and spelling words correctly. From those statements, we know that students still have several problems when writing a text. To address these issues, teachers should devise a new method of teaching writing that will pique students' enthusiasm to complete their assignments. The teachers must develop techniques or tools for teaching writing that make the classroom activities more engaging and fun. One of the alternatives is that teachers should provide an engaging teaching tool that makes the students motivated and interested in generating texts.

One of several English texts taught in Indonesian schools is recount text. The recount text is included in the basic competence of the curriculum in 2013. This means the Indonesian students have to be able to create a paragraph recount in a logical order with proper grammar and syntax. However, many Indonesian students still struggle in writing a recount text. In agreement with Allieni Harries & Ansyar's (2014) findings, who found that students have no

motivation for writing a recount text. To address the issue, the teacher should find a suitable technique that would make teaching a recount text more engaging.

In 2010, Mark Ury created a language teaching and learning tool that focuses on reading and writing skills named Storybird. Storybird is a web-based platform for online teaching and learning activities. Storybird mainly focuses on fun learning activities through its platform, which provides visual features such as pictures, illustrations, and others. Storybird is one of the engaging teaching tools since it is full of visualizations like pictures and colors. This argument is supported by Zakaria, Yunus, Nazri, & Shah (2016), who argued that the best feature of Storybird is its digital visualization as a professional. Those features give the users a chance to use the illustrations as interesting as possible. Since it is costless, everyone can access Storybird, so users need to sign up as their new users. Storybirds divide their users into two categories, educators and parents. It is usually used for educational purposes by educators, which consists of teachers and students. Thus, the teachers can create their classes on Storybird. Through Storybird, the students can read a story that contains pictures, and they can also create their own stories.

Storybird has many advantages for teachers and students, especially in improving their writing skills. First, Storybird can be applied to all levels of students, so the teacher can give any writing tasks using Storybird. Second, it provides many art tools which encourage students to enhance their creativity and build their thoughts into the story. Moreover, it also can motivate students to get more inspiration to create their own stories because it provides many picture stories. The teacher could apply the media of Storybird for teaching the students writing tasks. Storybird can become the alternative for teaching writing because it contains pictures that make the students feel more interested in writing their own stories. This study focuses on the use of Storybird in order to provide an engaging learning tool for students in writing a text.

In terms of writing, the use of Storybird helps students easily complete their writing tasks. As stated by Kazazoğlu&Bilir (2021), Storybird can also be used for the students to accomplish their writing tasks. The first reason is that in Storybird, the students can find many art tools such as pictures, picture books, and stories that help them develop their ideas in their writing. Another reason is that Storybird can be used collaboratively. So the students can do their writing tasks easily with their friends. From those statements, it can be concluded that Storybird can also enhance the students' creativity by using its features such as pictures, illustrations, and others. According to Zakaria et al. (2016), Storybird is an excellent writing tool for students to complete their writing tasks because it enhances their creativity.

Previous research has investigated the difficulties experienced by the first-grade students at senior high school in Sungai Limau when writing a recount text. The research goal is to explore the students' competency to write a recount text and discover the difficulties that they experience. They collected the data by conducting writing tests for two first-grade classes at SMAN 1 Sungai Limau. The results show that the students still have a low ability to write recount text, and they still have difficulties using language features. So, for future research, they suggest that teachers should find an appropriate technique for teaching a recount text (Allieni Harries &Ansyar, 2014). So, the use of Storybird can be one of the alternatives for students in writing a recount text.

Zakaria et al. (2016) have investigated the usefulness of Storybird in writing a narrative text for fifteen undergraduate students in a private college. They conducted their research using interviews and observation, which they used to explore students' experiences using Storybird. The results found a positive relationship between the usefulness of Storybird as a medium and the writing of narrative texts.

Moreover, Kazazoğlu&Bilir (2021) also investigated the effectiveness of using the Storybird tool in writing for English-language students. The goal of the study is to look for the students' perceptions in writing an English text using the Storybird tool. They collect the data

using questionnaires, observations, and pictures of six eighth-grade students. The results show that there is a meaningful impact of the perspective on the second language students' in writing using the Storybird tool.

Thus, this study focuses more on the implementation of Storybird as an engaging tool in writing a recount text for tenth-grade students in senior high school. Moreover, this study explores the use of Storybird in writing a recount text between two groups, the experimental group, and the control group. This study is also limited since it was conducted in only two classes of tenth graders.

This study formulates a question based on the study's background in order to recognize the study's problem. The research question is as follows: Is there any significant difference in the posttest score of the implementation of Storybird in writing a recount text between the experimental group and the control group?

The objective of this study is to investigate the implementation of Storybird in writing a recount text for tenth-grade students in Surabaya senior high school. In order to determine whether there is a significant difference in the posttest score of the implementation of Storybird in writing a recount text between the two groups. This study focuses more on the implementation of Storybird as an engaging tool in writing a recount text conducted during the second semester of tenth graders. Furthermore, this study compares the results of the use of Storybird in writing a recount text between the two groups. This study is also limited since it was conducted in only two classes of tenth graders.

Based on the objectives of this research above, the researcher assumes that the findings of this study would be beneficial for students, teachers, and future research. This study guide students in practising writing more engagingly by using Storybird as a writing tool. Therefore, this study helps the teacher find a technique for teaching writing in a more engaging classroom. Moreover, this study is helpful for other researchers that are interested in the implementation of Storybird for writing ability.

The researcher has a hypothesis to consider to respond to this study's questions. The hypothesis is as follows: There is a significant difference in the post-test score of a recount text between the experimental and control groups.

METHODOLOGY

This study employed a randomized subject, posttest-only control group design. This implies that only the experimental class is exposed to the treatment after the participants are randomly assigned to groups. According to Ary, Jacobs, & Sorensen (2006), randomization and a control group are the two fundamental factors for optimal control of challenges to internal validity. Furthermore, since this design employs two groups, the posttest results of both the experimental and control groups can be compared. According to Ary et al (2006), the design of the randomized subject, posttest-only control group is as follows:

Table 1. Design of The Randomized Subject Posttest-Only Control Group

Group	Independent Variable	Posttest
Experimental Group	X	Y_2
Control Group	-	Y_2

Source: (Ary et al : 2006)

This study aimed to investigate the results of the posttest in implementing Storybird as a teaching tool to help tenth-grade students write a recount text. To reach the goal, a

quantitative method is required for this study. Thus, the design of this study was true experimental research involving posttest-only with assigned subjects. The researcher chose this design to fulfill the research question. According to Ary et al. (2006), both groups received a posttest, but only the experimental group received the treatment. Thus, in this study, only the experimental class taught how to use Storybird in writing a recount text.

This research was carried out at one of Surabaya's secondary schools. It took place in the second semester of the academic year 2021–2022. The school did not classify the students based on their competence. That means that each class had a mix of students with high and low abilities. Therefore, this helps the researcher get a variety of data. Moreover, the teacher in this school supported the teaching and learning using creative media that could help students understand the teaching material more easily.

Students in the 10th grade at secondary school in Surabaya took part in this study. Due to a large number of populations, the researcher used the randomized cluster sampling technique to select the classes for the experimental group and control group. In line with (Ary et al., 2006), cluster sampling is a method of selecting groups of people that have already formed together. The researcher chose the two classes randomly in order to get the same result. Thus, the 31 students from X-MIPA 1 were chosen as the experimental class, while the 30 students from X-MIPA 2 were chosen as the control class. A total of 61 students were used as samples.

In this research, a test was used as an instrument. According to (Ary et al., 2006), A test is a collection of instructions given to a participant to obtain results that can be used to assign a numerical score. A written test as a post-test was utilized in this study. The participants were instructed to create a recount text consisting of 75–150 words per paragraph.

The writing scoring rubric was another instrument in this study. This study employed an analytic scoring writing rubric to assess the students' writing competence in creating a paragraph of recount text. Analytic scoring is a scoring technique that involves a separate score for each aspect of a writing task (Hughes, 2003). In short, the analytic scoring rubric leads the teacher to focus on the aspects of writing in more detail. Thus, the researcher adopted the writing rubric for scoring recount text using the analytic scoring writing rubric by Jacobs et al. (1981) in *Testing for Language Teachers* by Hughes (2003). There were five aspects of measuring students' competence in writing, from the most important to the least, such as contents, organization, vocabulary, language use, and mechanics.

This study was conducted in three meetings in each class. Due to the COVID-19 pandemic, the first and second meetings were conducted via online learning using the Zoom application for approximately 90 people in each meeting. However, the last meeting conducted in the classroom includes an explanation of the recount text material, treatment, and post-test, which were conducted as follows:

Explanation of Recount Text Material

In the first meeting, the students joined the Zoom meeting. The researcher presented the material about recount text, including its definition, organization, language use, time signals of recount text, and any other information about recount text.

Treatment

The researcher conducted treatment for the X MIPA 1 class as the experimental group. At first, the treatment was given by introducing Storybird and its features. After that, the researcher shows how to use Storybird to create a recount text. In the next activity, the participants were asked to make a simple past sentence according to the Storybird picture book template illustration. One by one, the students expressed their ideas based on the illustrations given. In this meeting, the students learned how to use Storybird as a tool in creating a recount text. However, there is no treatment for the use of Storybird for the control

group.

Pos-ttest

In the last meeting, both groups were given a post-test to assess their writing competence in writing a recount text of their personal experience according to the topic given. Students were instructed to create a recount text of their personal experience related to the topic given but in a different technique. For the experimental class, the students were required to write a recount using Storybird. At the same time, the control group was required to write a recount text using a conventional method. The post-test was used to contrast the writing scores of the two groups of students.

This study used two kinds of validity in order to make the data valid. This includes face validity and content validity. The face validity in this research was the writing test to measure students' ability to write a recount text. Cohen, Manion, & Morrison (2000) stated that face validity is when the test appears to test what it is supposed to test. It can be seen in the instructions of the instrument that the students were required to create a paragraph of recount text of their personal experience. Moreover, content validity was achieved by the professional decisions about the relevance of the test to a specific domain. The writing test in this study was adopted from the Indonesian Curriculum 2013 in the English syllabus for the 10th graders. The curriculum stated that the tenth graders should be able to create a paragraph of recount text.

Moreover, the reliability of the instrument was achieved. The instrument of this study was adapted from English Book for Tenth Grade Students by Kemendikbud (2017). This book stated that the students should be able to write a recount text of their personal experiences. However, the researcher adopted the instrument by changing the topic of the recount text.

Following the data collection, the researcher analyzed the data through quantitative analysis using statistical computation to analyze the data from both groups. The aim was to measure a significant difference in the students' post-test results between the two groups. The researcher used SPSS 22 computation. In SPSS 22, an independent sample t-test was employed to assess the data. This computation includes tests of normality data distribution and tests of homogeneity as the fundamental decision for independent sample t-test computation.

FINDING AND DISCUSSION

Based on the research methodology, this study conducted a post-test to recount text writing in both experimental and control classes. Therefore, this section shows the research question's result and finds out the significant difference between the post-test scores for recount text writing between the researched groups. The researcher computed the data collection by using SPSS computation. The scoring technique of post-test writing utilized the analytic scoring writing rubric by Jacobs et al. (1981) in *Testing for Language Teachers* by Hughes (2003). The SPSS computation showed the Group Statistics, including mean, standard deviation, and standard error of the mean of the experimental class and control class, as follows:

Table 2. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Method	Experimental	31	85.26	3.777	.678
	Control	30	82.60	4.207	.768

From table 2, we can see that the mean of the experimental class was 85.26, and the standard deviation was 3.777 with a standard error mean of 0.678, while the mean of the control group was 82.60, and the standard deviation was 4.207 with a standard error mean of .768. The researcher concluded that the average post-test score of the experimental class (85.26) was greater than the control class (82.60). Before computing the independent sample t-test, the researcher should find tests of normality data distribution and homogeneity data distribution as the conditions for computing the independent sample t-test.

To find the normality of test distribution, the researcher used SPSS 22 to process the data collection. The two most common types of normality tests were the Kolmogorov-Smirnov and the Shapiro-Wilk. The test was used since the data taken included 61 participants. As stated by MohdRazali & Bee Wah (2011), the performance of Shapiro-Wilk is the most powerful result of the test of normality. The results of the normality data test are shown below:

Table 3. Tests of Normality

Class	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental	.969	31	.490
Control	.975	30	.638

a. Lilliefors Significant Correction

From table 3 above, the result presented that the value of significance was .490 for the experimental class and .638 for the control class. This value was higher than .05 (>.05). Based on the fundamental decision, if the significant value is higher than .05, the data is typically allocated. Thus, the researcher concluded that the data were distributed normally. After getting the test result for normality data, the researcher is required to find the test of homogeneity data before getting the results of the independent sample t-test. The results of the homogeneity data test are shown below:

Table 4. Tests of Homogeneity

		Levene's Test for Equality of Variances	
		F	Sig.
Post-test	Equal variances assumed	.736	.395

The results of the test of homogeneity presented that the significant value was .395. According to the fundamental decision, if the significant value is more than .05, the data is homogenous. However, if the significant value is lower than .05, the data is heterogeneous. As a result, the researcher concluded that the data was homogeneous. After the results of the tests of normality and tests of homogeneity were accepted. The researcher processed the independent sample t-test by using SPSS computation. The results of independent sample t-test are shown below:

Table 5. Independent Sample T-Test

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Differ ence	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	2.599	59	.012	2.658	1.023	.611	4.705
Equal variances not assumed	2.594	57.857	.012	2.658	1.025	.607	4.709

From table 5 above, the significance. (2-tailed) value from equal variances assumed was used to describe the findings of the independent sample t-test. The significant (2-tailed) value from equal variances assumed was .012, as shown in table 5.

Based on the fundamental decision, if the significant. (2-tailed) value is less than the alpha value (.05), it is determined that there is a significant difference in the post-test writing score between the experimental and control classes. However, if the significant. (2-tailed) value is more than the alpha value (.05), and it is concluded that there is no significant difference between the two classes. As a result, since the significant. (2-tailed) value from equal variances assumed in table 5 was less than the alpha value (.05). There is a significant difference in the post-test writing score between the experimental and control classes. The null hypothesis (H₀) was denied, while the alternative hypothesis (H_a) was approved. In summary, there is a substantial difference in post-test score results between the class that was taught how to utilize Storybird to write a recount text and the class that was taught the usual method.

Based on the results above, it was confirmed that there is a substantial difference in the posttest writing score between the experimental and control classes. The independent sample t-test results obtained a significant value of $.012 < .05$. The null hypothesis (H₀) was denied, while the alternative hypothesis (H_a) was approved. Regarding the results, the researcher pointed out that the use of Storybird has influenced the students' competence in writing a recount text.

According to Kazazoğlu&Bilir (2021), the existence of Storybird in classroom activities establishes a genuine language-learning environment. Moreover, the implementation of Storybird also helps students adjust to their new learning environment. The utilization of Storybird in the learning activities could be another exciting technique for writing a recount text. This is in line with Abdel-Hack &Helwa (2014), who stated that Storybird is a fascinating collaborative story-writing tool that combines three concepts: reading, writing, and sharing.

According to Zakaria et al. (2016), implementing Storybird also encourages students to enhance their critical thinking and creativity through reading and writing. Furthermore, it is considered that the utilization of Storybird in the language learning processes considerably enhances the role of visualization through its features. Thus, the art illustration as one of the features of Storybird has promoted students' critical thinking and creativity.

CONCLUSION AND SUGGESTION

Regarding the results and discussion, it is considered that the utilization of Storybird influenced the students' competence in writing a paragraph recount. Storybird has several features, including illustrations or pictures, that can support students in expressing their ideas in their writing. The students have to write their own stories by freely dragging the art illustration and matching it with their own story. In addition, students are encouraged to adjust to this new era to be more creative and innovative in the learning activities in this digital era. Furthermore, it may help them develop their writing ability.

The researcher created several suggestions for teaching a recount text using Storybird. First, the teacher can practice Storybird as a new and fun technique for teaching a recount text in the classroom. Therefore, the use of digital tools in the classroom, such as Storybird, is required to create a more engaging and enjoyable learning environment. The students are helped in improving their recount text-writing skills through Storybird. Since the results of this study are limited, it is suggested that for further study to conduct research that uses pretest and posttest as the instruments of the study. The use of post-test only in this study was not clear enough to explain whether the result was because of the treatment or the ability of the participants themselves. Therefore, the pretest-posttest is needed for further research in

order to get the better result.

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