THE USE OF STORYBIRD AND ROLL A STORY
AS MEDIA THROUGH TEAM PAIR SOLO
IN TEACHING WRITING NARRATIVE TEXT

**A Quasi-Experimental Research on the Eight Year Students of SMP
H. Isriati Semarang in the Academic Year of 2016 / 2017**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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APPROVAL

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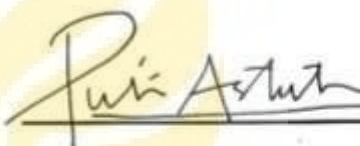   Drs. Syahrul Syah Sinaga, M.Hum.

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Declare that this final project entitled *The Use of Storybird and Roll a Story as Media through Team Pair Solo in Teaching Writing Narrative Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references. In case of any violation against the convention of scientific writing, I will accept the responsibility.

Semarang, September 2017

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MOTTO AND DEDICATION

Whenever someone creates something

with all of their heart, then that creation is given a soul

Baron (The Cat Returns)

This final project is dedicated for my parents,

ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to Allah SWT for the blessing leading to the completion of this final project. My deepest gratitude and appreciation are to my advisors, Mrs. Dr. Dwi Anggani Linggar Bharati, M.Pd., and Mr. Hendi Pratama S.Pd., M.A., for their patience, guidance and time over the course of finishing my final project in regard to my endeavor to make this study as comprehensive as possible.

My biggest salutation is to the board of examiners. I also give my special honor to all lecturers in English Department for the knowledge, jokes, and reprimand during my study in Semarang State University. Also, my appreciation to KKN Dewi Kandri, PPL 16, Margiani and family for the kindness and generosity. Not to forget my awesome sister, Primaturi for the never ending love and support.

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Finally, for the readers of this final project whom I hope find my work useful. Your criticisms and suggestions for this project's improvement are wanted.

Endah Pangestika

ABSTRACT

Pangestika, Endah. 2017. *The Use of Storybird and Roll a Story as Media through Team Pair Solo in Teaching Writing Narrative Text (A Quasi Experimental Research at Eight Grade Students of SMP H. Isriati Semarang in the Academic Years 2015/2016).* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor:Dr. Dwi Anggani Linggar Bharati, M.Pd Second Advisor: Hendi Pratama, S.Pd., M.Pd.

Keywords: Storybird, Roll a Story, medium, Team Pair Solo, writing, narrative.

The aim of the final project is to discuss the difference of students' achievement in writing narrative text between those who were taught by using Storybird as a medium through Team Pair Solo and those who were taught by using Roll a Story as a medium through Team Pair Solo.

A quasi-experimental design was used in the study and the data were collected by conducting pretest and posttest. The subjects of the study were fifty students at eight grade of SMP. H Isriati Semarang in the academic year of 2016/2017 and divided into two groups named experimental and control group. Both groups were given pretest and posttest. In analyzing the data, homogeneity test, and nonparametric Wilcoxon signed rank test were used.

The results of the research showed that pretest average scores of the two groups were nearly same. The means of the pretest of the control group was 60.02 while the experimental group was 62.96. The slight difference between the two groups indicated that they were homogeneous. After the treatments had done the score of the two groups increased where the means of control group turned into 75.56 and for experimental group it turned into 78.56. In addition, to finding out whether there was significance difference between both groups, non parametric test Wilcoxon signed rank test were conducted. The result showed that p.value (asymp. Sig2tailed) were 0.00 which meant less than 0.05 the level of significance.

Based on the result above, it is concluded that in this study, there was significance different in teaching writing narrative text by using Storybird and Roll a Story as media through Team Pair Solo. It is suggested that Storybird and Roll a Story as media through Team Pair Solo can be implemented as an alternative media and technique to teach students' in writing narrative text. Then, for the next researchers, they can conduct deeper research in this medium and technique for a better understanding of this field.

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CHAPTER I
INTRODUCTION

In this chapter, the researcher would like to present the introduction of the study. It consists of background of the study, reason for choosing the topic, statement of the problem, objective of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

As a communication tool, language conveys information, ideas and concept among the members of a society. Moreover, in this era, it is important for people to be able to communicate not only using their first language but also using their second language. Being able to communicate effectively by using second language is very advantageous. Therefore, many people start to learn the second language. English is one of the most widely spoken and written language worldwide and namely as an international language for its speaker spread all over the world. According to Harmer (2001:1), English is established as lingua franca. It can be defined as a language which widely adopted for communication between two speakers whose native languages are different from each other's and where one of the speakers are using it as a second language.

Learning languages are generally taught and assessed in terms of the four skills that are listening, speaking, reading and writing. In this study, the researcher only focused on writing skill. Learning how to write in a second language is one of the most challenging aspects of second language learning. The ability to communicate ideas and information effectively through the global digital network is crucially dependent on a good writing skill. However, developing a good writing

skill in the second language is not easily achieved. It needs a hard work, creativity as well as dedication to the writing process, Writing in a second language is further complicated by issues of proficiency in the target language, first language literacy and difference in culture as well as rhetorical approach to a text.

Nowadays, students in Indonesia are highly expected to have the good ability of language skills in case of communicating with others. The statement above is stated in the goal of Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2006 which is to develop and to improve the communication skill or genre competence. In learning English, there are four basic skills should be mastered by students in order to be English good learners. Those are namely listening, speaking, reading and writing. Writing is one of the most important skills yet considered as the most difficult and complicated for students to learn. Perrin in Palmer et al. (1994: 5) states that writing is a kind of thinking activity through written words. It means that a good writing needs a careful thinking. Those thinking can be represented in the form of generating the idea, choosing the suitable words or appropriate vocabulary, and arranging those ideas into a good sequence.

Despite all the complexity, in case of communication, being able to write is compulsory. A good writer will help the reader understand the information they need through the writing. In order to get a good product of writing, students have to master some elements of writing such as grammar, vocabularies, mechanic, relevance, and fluency.

During teaching internship (PPL) in SMP Negeri 16 Semarang, the researcher did some observation in writing class. The result of the observation

showed that the teacher only uses lecturing technique in teaching writing narrative text. She explained the material orally then, asked the students to write narrative text in their own work book. At that time, the first problem faced by the students was the question about what to write. This could happen when they are about to start their writing. Most of the students have no idea about what to write and how to construct text properly. Moreover, they still had difficulty in choosing the words phrases, and somehow to put them all in a good order.

Besides, at that time, students were bored and uninterested to engage in the lesson. This is a serious problem of teaching learning process. The teacher should build a good and interesting learning environment in the classroom. As stated in Harmer (2001:54) "If students are to continue to be intrinsically motivated they clearly need to be interested both in the subject they are studying and in the activities and topics they are presented with". In addition, Trisanti (2016) also stated that an interesting technique or medium is needed to draw the students' interest and attention in learning process. Therefore, providing students with a variety of exercise, medium and the choice of the material is crucial to be used in the lesson.

Another problem was students did not have chances to publish their writing. As a consequence, their works were not given any feedback by the reader. Furthermore, in this class, the teacher only asked the students to submit the result of the writing and return it without discussing the work they have made. Because writing is a combination of process and product, writer has to pay attention to the process started from planning until publishing. In short, publishing the result of the writing is considerable.

Unfortunately, the similar problems of writing narrative text also faced by eight grades students of SMP H Isriati Semarang, from the preliminary interview with the teacher and some students, it was found out that students also had difficulty in writing narrative text. Moreover, students also did not have a place to publish their writing. Therefore, they did not get any feedback as well as a compliment from the readers.

The use of media in teaching learning process is absolutely necessary. In order to attract students' attention and motivation in the lesson, the teacher should provide certain media related to the material given. One of the writer's suggestions that will be examined in this final project is about the implementation of Storybird and Roll a Story as teaching media through Team Pair Solo technique in teaching writing narrative text. Throughout the medium that will be used in teaching writing narrative text, students are hoped to get the idea of what the story is about, how the story begins and get a place to publish their writing. In this case, Storybird and Roll a Story are expected to be a good medium to solve the problem of narrative writing. Storybird is a digital platform allows the students to pick a picture, create story and publish it. Therefore, their writing can be read by people all over the world as long as they access the sites. Meanwhile, Roll a Story is a media that help students to write by rolling a dice. The number of the dice will lead the students to the theme, character as well as picture for them to write in printed form. As a result, the use of both media are expected to be an effective medium for teaching narrative text. However, this expectation still needs to be proved in this study.

1.2 Reasons for Choosing the Topic

The researcher chooses the topic based on some reasons below:

(1) As stated in Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC), writing is a skill that has to be mastered by second-year students of Junior High School. Besides, as states in SBC, for second-year students of junior high school, there are three text type for them to learn namely descriptive, recount and narrative text.

(2) To be a good writer, students have to write continuously. Writing is a skill which takes a lot of practice. Otherwise, for eight year students, keep practicing writing is not an easy job to do. Somehow, students at this stage usually get bored easily. Therefore, teaching writing has to be done in a different way. To solve the problem above, teachers need to find an interesting and enjoyable medium as well as technique of teaching narrative that can gain students' interest in writing.

(3) Using Storybird and Roll a Story as media in teaching writing narrative text is something new and has never been used before by teacher.

1.3 Research Problems

Based on the background of the topic, research questions of the research as follow:

(1) What is the result of teaching writing narrative text by using Storybird through Team Pair Solo technique?

(2) What is the result of teaching writing narrative text by using Roll a Story through Team Pair Solo technique?

(3) What is the difference of students' achievement between eight grade students of SMP H. Isriati Semarang who are taught by using Storybird and those who are taught by using Roll a Story as media through Team Pair Solo in mastering their narrative writing?

(4) How effective are teaching writing narrative text by using Storybird and Roll a Story as media through Team Pair Solo for eight grade students of SMP H. Isriati Semarang?

1.4 Objective of the Study

Based on the problem stated above, the objectives of the study are, as follow:

(1) To find out what the result of teaching writing narrative text by using Storybird through Team Pair Solo is.

(2) To find out what the result of teaching writing narrative text by using Roll a Story through Team Pair Solo is.

(3) To discuss whether there is any difference in students' achievement between the eighth-grade students of SMP H. Isriati Semarang who are taught by using Storybird and those who are taught by using Roll a Story as media through Team Pair Solo.

(4) To discuss the effectiveness of teaching writing narrative text by using Storybird and Roll a Story as media through Team Pair Solo for eight grade students of SMP H. Isriati Semarang.

1.5 Limitation of the Study

The study are limited on the use of Storybird and Roll a Story as media through Team Pair Solo in teaching writing narrative text to find out whether there is any

significant difference in students' writing achievement. The researcher will conduct a research for this study to the eight year students of SMP H. Isriati Semarang.

1.6 Outline of the Study

This study consists of five chapters. Chapter I consists of introduction of the study. It discusses background of the study, reasons for choosing topic, statements of the problem, objective of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II consists of review of the related literature. It discusses the review of previous study, general concept of media, the importance of media, type of media, Storybird, Storybird as a medium, Roll a Story, Roll a Story as a medium, writing as a skill, components of writing, steps of writing, type of writing, general concept of genre, teaching writing in junior high school, cooperative learning, Team Pair Solo technique, general concept of narrative text, type of narrative text, theoretical framework.

Chapter III consists of methods of investigation. It discusses experimental design, procedure of experimental design, subject of the study, instrument of the study, procedure of collecting data, and method of data analyis

Chapter IV shows the finding from pretest, posttest result, homogeneity, different gain between pretest and posttest, significance of the result, and the discussion of research finding.

Chapter V presents the conclusion from the findings and some suggestion.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter concerns with review of previous studies related to the topic, review of related literature and the figure of theoretical framework.

2.1 Review of the Previous Studies

For the past five years, there are many studies that have been conducted related to teaching writing. There are many studies held in order to solve students' problem in writing especially in writing narrative text. Several different media, techniques as well as methods are used to help students to overcome the difficulty in narrative writing.

There are some previous studies dealing with the use of media in teaching writing narrative text. First is Indriani's study (2010), entitled *"Peter Pan" Film as Media to Improve the Students' Ability in Writing Narrative Texts*. The objective of this study was to find out the effectiveness of a film to increase the ability of students in writing a narrative text. At the end of research, students showed their progress in writing narratives. It could be seen from their writing scores. The result showed that the average of students" scores in pre-test was 56.61 and in the post-test was 75.33. It means that there was an improvement of the students" ability in writing narrative texts. Based on the study, it is found that the use of English film in writing narrative text is very beneficial for the students in order to facilitate them in learning English writing especially in writing of a narrative text.

Second, a study by Anugrah (2013) entitled *The Use of Digital Storytelling to Improve Students' Mastery in Writing Narrative Text. (An Experimental Study*

on the second grade at SMP Negeri 1 Grobogan in the Academic Year of 2011/2012). The aim of the study was to find out the difference of students' achievement between students who taught by using digital storytelling and using conventional technique. The researcher chose the eight graders of SMPN 1 Grobogan as the population of his study. He chose VIII-1 as an experimental group, while VIII-2 as control group. From this study, it was found out that using digital storytelling as visual aid improves students' mastery in writing narrative text. Moreover, it was found out that digital storytelling gave a good contribution in teaching since it contains both visual and audiovisual.

The third research was conducted by Pratiwi (2013), entitled *The Use of 3D Animation Film in Teaching Narrative Text.* The researcher used 3D animation in teaching writing narrative text to gain students' interest during the lesson. In this classroom action research, she pointed out that using 3D film animation in teaching writing narrative text can attract students' attention very well. In practical, catching students' attention and enthusiasm gives the different result of the study. In the common condition, when teacher has to explain more about the materials and students only have to follow and being passive along the lesson. Some students may lose their concentration and attention. The result of this study showed that the students' writing achievement was improved because the result of the post test was better than the passing grade recommended by the Department of Education and Culture, which is 65 %. The mean of the students' results in the pre-test was 32, 15 %, the cycle 1 result was 52, 47 %, and in the cycle 2 tests were 69, 05 %.

Fourth, from the study of Trisanti (2014) entitled *English Digital Talking Books as Media to Teach Narrative Writing* which investigated whether there is any significant differences on the students' writing achievement between those who are taught by using English digital talking books and those who are taught by using simple brochure as media, it was founf that the result of t-test showed the difference between the students who were taught using English digital talking books and those who were taught using simple brochures can't be seen significantly. It also showed that in this study, English digital talking books were more effective than simple brochures to improve students' ability in writing a narrative text.

Fifth, Abdel Hack (2014) conducted a research to investigate the effectiveness of using digital storytelling and Weblogs instruction in enhancing EFL narrative writing and critical thinking skills among EFL majors at Faculty of Education. The results of the research revealed that there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL narrative writing and critical thinking skills in favor of the post assessment. Therefore, the EFL narrative writing and critical thinking skills of the sample were developed as a result of teaching through integrating digital storytelling instruction and Weblogs. This confirmed that using digital storytelling and Weblogs instruction is effective in enhancing the EFL narrative writing.

Bozkurt (2016), in his study entitled *Improving Creative Writing Skill of EFL Learners through Microblogging* also revealed that microblogging service such as twitter also support creative writing activities of EFL students and can be used as learning platform for EFL Learners.

Another study was conducted by Rizkiyanto (2014). The title of the study is *Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students' Writing Competence of Narrative Text (An Experimental Research at Eleventh Grade Students of SMA Negeri 2 Semarang in the Academic Year of 2013/2014).* The purpose of this research was to find out the difference of students' achievement in the improvement of students' competence in writing narrative text between using authentic song lyrics and pictures and to know which one was more effective. The conclusion of the study was that the authentic song lyrics was more effective than pictures to help students in writing narrative text. It can be proven by the t-value for two means of post-test was 3.333; meanwhile, the critical value at α = 5% was 2.035. As a result, it can be concluded that the "authentic song lyrics" is more effective than "pictures" to help the students in writing narrative texts.

, A study by Nikmah (2015) entitled *"Build Your Story" as Media to improve Students proficiency and Motivation in Writing Narrative Text.* It can be concluded that writing narrative by using "Build Your Story" as medium is effective to improve students' proficiency and motivation in writing narrative text. The average of the students' scores in pre-test was 59.51 and in the post-test was 75.03. The result of observation sheets shows that there was a significant improvement of students' motivation from cycle 1 to the cycle 2. There are four indicators to measure the students' motivation. Based on the findings, it can be concluded that the use of "Build Your Story" in writing narrative texts was very beneficial for the students in order to facilitate them in composing a good text.

Therefore, a teacher should always create a good situation and use media in teaching-learning process to make the students enjoy learning English more.

In addition, a study conducted by Misianto (2016) entitled *The Use of Caption Picture Media for Improving the Skills of Narrative Texts and the Learning Process of Writing Narrative Text* found that the media can effectively improve the skill of students' narrative writing. Moreover, The use of media were successfully improved their writing skill because it guides them so, they can developed more easily and coherently.

The last study was conducted by Wahyu Fahmi (2016). The title of the study was *The Effectiveness of Musixmatch Application as Media in Team Pair Solo Technique for Teaching Narrative Writing.* The purpose of the study was to investigate the difference of students' achievement in writing narrative text which were taught by using Musixmatch Application and Team Pair Solo and the one who were taught by using lecturing method with an assumption whether Musixmatch Application and Team Pair Solo are effective for teaching narrative writing or not. The result of the study was Musixmatch Application as media and Team Pair Solo as a technique are more effective than a lecturing method to teach students' writing of narrative text.

Based on some previous studies above, it can be concluded that there have been some researchers conduct the use of media to improve students' skill in writing especially in writing narrative text. However, the use of Storybird and Roll a Story as media has never been conducted before. Storybird and Roll a Story as media help students to get the idea of writing a story and also give students chance to publish

the result of their writing. Besides, different from the others, in this study, the researcher uses Team Pair Solo as a technique which is a method in teaching and learning process which allows students to learn, work, and help each other in small group. The application of the media in teaching writing narrative text along with Team Pair Solo is hopefully help students to get better understanding in making a good story by solving and discussing it together as team, pair and confident enough to work individually. Therefore, in this study, the researcher chooses "Storybird" and "Roll a Story" as media through Team Pair Solo in teaching narrative writing.

2.2 Review of the Theoretical Study

This sub chapter is the topic of discussion consists of general concept of media, the importance of media, type of media, Storybird, Storybird as a medium, Roll a Story, Roll a Story as a medium, general concept of writing, components of writing, steps of writing, type of writing, general concept of genre, teaching writing in junior high school, cooperative learning, Team Pair Solo technique, general concept of narrative text, type of narrative text and the last is theoretical framework.

2.2.1 General Concept of Media

One of the greatest enemies of successful teaching is students' boredom. To overcome the problem, the teacher should teach by using teaching media. Teaching media are used to attract students' toward the lesson and help them to understand the material given. The use of media in teaching and learning process is strongly suggested since teaching media are components of teaching learning process. Teaching and learning process need media to facilitate teachers and students to reach the goals of the study. In some cases, the teacher might get some difficulties

or problems that might interfere the teaching learning process and media is expected to solve the problem.

Hamalik (1993:18) stated that "media are used to motivate students in learning." By using media, the students will be more enthusiastic about the lesson. Besides, media also help the teachers to explain the material clearly and deeply. Teaching media is hoped to engage students, aids their retention of knowledge and attract them in the subject matter and illustrates the relevance of many concepts.

In addition, Gerlach and Elly (1980:241) states "Media is any person, material or events that establish conditions which enable learner to acquire knowledge, skills, and attitudes". Furthermore, Brown (1977:2-3) states" Media are tools or physical things used by teacher to facilitate the instruction". In teaching and learning process, media means the tools, graphics and photographic. Teaching media can be used to get, to process and to rearrange the information that students have got. As a conclusion, media are namely as tools or device to help someone to reach the goal of the study. In this study, media are hoped to help students in composing a good narrative text.

In teaching learning process the existence of media are absolutely needed. However, the teacher has to be selective in choosing proper media to apply in the teaching-learning process. This is in line with Gerlach and Elly (1980:254) " to select appropriate media, the teacher must consider the characteristic of the students which directly related to the learning process such as verbal ability, visual, and audio perception skills, experience, intelligence, motivation, personality and social skill".

2.2.1.1 The Importances of Media

According to Wright (1976:36), Media have important roles in teaching and learning process. There are a number of functions of media as follow:

(1) To motivate the students.

This means that by using media such as audiovisual aids can attract the students' interest and motivation. If they are interested and motivated, they will give much attention to what is being taught or discussed. As a result, they will be curious and motivated to know the lesson.

(2) To create a context within which his written text will have meaning.

By using media, teachers can create a context within which his or her written text will have meaning. It means that by using media, students will be more understand about the material because the teachers provide the context within the material and the meaning.

(3) To provide the students with information to refer to, including object, action, events, relationship.

It means that media can give additional information that students cannot get from the written text for instance, by using loyalty story, the students will see the object, action of the character, event, and relationship between an event and another. Therefore, students will more understand about the narrative text that being talk.

(4) To provide non-verbal cues for manipulation practice.

Sometimes, teachers have difficulty to explain cue or command with spoken language. However, by using media, it would be easier because the students

are not only receive a cue or command from spoken language but also film for example. Thus, teaching and learning process will more effective and efficient. (Wright, 1976:36)

Based on the explanation above, media is very important to take part in language teaching and learning process. The use of teaching media along with the teaching process helps students to understand the material easily.

2.2.1.2 Types of Media

According to Houston (2001:1), there are some types of media that can be used for teaching in the classroom, as follow:

(1) Print-based media

It is related to the textbook. It has some workbooks, activity sheets, and assessments. It is used and designed for instructional purposes. Print media also includes newspapers, periodicals, and other types of text materials.

(2) Web-based media

It includes information available from the internet that can be used in the classroom. The internet provides teaching resources such as lesson plans, video and audio clips, and interactive learning activities for the students and the teachers.

(3) Software

It is used on personal computers and tablets. There are many kinds of educational software from a website or available on disks and CD-ROMs that can be downloaded and installed.

(4) Audio-based media

It represents a wide variety of materials. This type of media can be seen and touched, for example, maps, globes, games, etc. Audio-visual media also include videotapes, videodisks, digital videodisks (DVD), and audio recordings such as cassette tapes and compact disks.

In this study, for the experimental group, the researcher chooses web-based media to be used in teaching. Moreover, according to Lyashenko (2016) web-based technology can be categorized as motivational tool appealing to students cognitive, emotional and behavior engagement. Therefore, in this study, the researcher considers the use of web-based media for it is relatively easy since students have an access to the sites everywhere, every time through their phone or computer as long as it is connected. Meanwhile, for the control group, the researcher chooses Print-based media to be used in teaching narrative writing. The use of print based media based on its simplicity and cheaper to be used.

2.2.1.3 *Storybird*

According to www.crunchbase.com, Storybird is a publishing platform with a simple conceit. It uses art to inspire people to write picture books, chapter books, and poetry. Storybird lets anyone make visual stories in seconds. Storybird offers an experience to be a real author where the user can write an amusing story with pictures and publication. As stated by Diermyer and Blackesley (2009) using digital medium for education purpose has many advantages, for instance, promote skills including visual literacy, multimodal literacy and group collaboration. The use of digital medium such as Storybird also encourages self-reflection and creativity.

Besides, for education, Storybird offers class group that can be created by the teachers. The class group allows the teachers to give students' assignment and students can do the submission by posting it through the class group. Stories written by students are bound within the private walls of the online classroom and visible to classmates only. In addition, Storybird offers comments column as feedback for the writer. Comments by students on public stories and artwork are allowed but are filtered by a system to ensure private. More importantly, the teacher or educator can choose to moderate these comments before they are released to other students in the class.

2.2.1.4 Storybird as a Medium

Teaching writing narrative texts by using Storybird as a medium should be well prepared. The teacher should explain them in advance about the device they need in order to use the sites. Because it needs an internet connection, teaching learning process could be done in the computer laboratory or teacher could ask the students to bring their personal computer. Storybird can be used as a medium in teaching narrative writing because the sites have a million pictures which can help students to get the idea on what to write.

In using Storybird, the first way to do is students have to sign up for an account and join the class group. After that, in a group, teacher could ask the students to read the stories provided by the sites. They can found hundreds different story from different authors from all over the world. Then, the teacher could ask the students to pick picture they wanted and ask them to compose story in the site based on the picture they have picked. In pairs, they can make a draft and do the proof
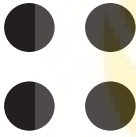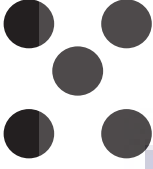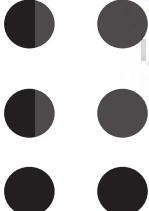
reading before they have the story published. Storybird as teaching writing medium is hopefully useful for them to write a good story. Moreover, by posting it on the sites which able to be seen by people from all over the world is help them to have more confident in writing.

2.2.1.5 Roll a Story

Generally, staring at a blank page will not help students to begin writing. Sometimes, students need help to get over the first scary hump, as usually, blank paper is scary. Writing prompt can be very beneficial because they get the writer started and give inspiration on what to write. Therefore, the researcher chose Roll a Story as media to be used in narrative writing. Roll a Story is an activity where students will role the dice. The number of the dice leads the students toward the writing prompts. It shows story elements such as character, setting, and problem. These elements will help students to arrange the story. The following is the example of Roll a Story prompt sheet:

Table 2. 1 The Example of "Roll a Story" Prompt Sheet

Rolled	Character	Setting	Problem
●	A beautiful princess	In the jungle	Get lost and meet a witch

● ●	An ugly toad	In a hot dessert	Got separated from his/her friends
● ● ●	A handsome knight	In a dark forest	Ate a poisoned berry
● ● ● ●	A grumpy bear	At a magical castle	Lost her/his memory
● ● ● ● ●	Three little monkey	In the zoo	Tried to escape from the cage
● ● ● ● ● ●	Thumbelina	In the garden	Meet a giant cat

2.2.1.6 Roll a Story as a Medium

Before conducting narrative writing by using Roll a Story as a medium, the teacher should prepare the material. The materials are dice, sheet of paper containing

writing prompt such as character, setting, and problem. Teachers also provide answer sheet for students to write their story after rolling the dice and get the prompt they need to write a story.

In doing a research, the researcher proposes her own procedure to teach students to achieve the objective of the study. First, she gives background information or questions related to the narrative text. Second, she gives a little information about Roll a Story. After that, she begins to divide the class into a group of four. Each group will be given a dice and a paper containing the character, setting, and problem. Students take turns to roll the dice and write down the prompt they have got. Each student has to write draft of the story. Then, students, in pairs, tell each other about the draft of the story they have made. The last, the researcher asks the students to make a narrative text based on the prompt chosen with their own words. When the students finish their narrative text, she could ask the students to submit the work.

By using this media, students are hoped to get more excitement and provide more language development in writing a unique story. Besides, the media is hoped to solve students' confusion in starting what to write in writing a story

2.2.2 Writing as a Skill

According to Oxford Advanced Learners Dictionary (1995), "writing is the activity or occupation of writing, e.g. books, stories, or articles". Another definition is taken from Cambridge Advanced Learner's Dictionary (2008), "writing is the activity of creating pieces of written work, such as stories, poems or articles." Based

on those statements, the purpose of writing activity is to create written works, like a story, poem, article, and so many kinds of written projects.

Furthermore, there are many experts who give their view about the definition of writing. According to Spratt et al. (2005:26), writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their message or idea which is represented by some signs such as letters and punctuation. These letters are combined into words, words into sentences, and sentences into paragraphs. In order to be able to write, people should think about what messages that they want to express and to whom their messages are being communicated.

Harmer (2001:79) states "Writing is a form of communication to deliver or to express the feeling through written form". In order to deliver the ideas through writing, someone has to make sure that they avoid any misunderstanding. Misunderstanding may be caused by wrong spelling, punctuation, capitalization, and grammar. A successful communicating can be achieved when the writer mastering the elements of writing.

In addition, Perrin in Palmer et al. (1994: 5) states that writing is a kind of thinking activity through written words. It means that a good writing needs a careful thinking. Those thinking can be represented in the form of generating the idea, choosing the suitable words or appropriate vocabulary, and arranging those ideas into a good sequence.

Another expert, Meyers (2005:2) states that "writing is a way to produce language, which you do naturally when you speak. It is partly a talent, but it is

mostly a skill, and like any skill, it improves with practice." Therefore, to make a good writing someone need to practice continuously.

2.2.2.1 Components of Writing

When writing seen as a 'product', somehow people only interest in the outcomes. However, writing itself is a combination between process and product. When writers start to write, they have to pay attention to the components of writing in order to produce a good text. Brown (2004:243) mentions five elements of writing.

(1) Organization

Organization means how a writer organizes his writing. The content should be well organized starting from the introduction, body and the last is the conclusion.

(2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop his ideas into a writing logically. The logical development ideas of writing will make the readers easy in getting the substance of writing.

(3) Grammar

In writing, especially English, a writer has to employ the grammatical forms and syntactic patterns.

(4) Mechanics

Mechanics is the use of the graphic conventions of the language. It includes the correct use of punctuation and spelling.

(5) Style

Style means the use of vocabulary, quality of expression and register.

(Brown, 2004:243)

Based on the explanation above, organization, content, grammar, mechanics, and style are the important components to assess the writing product.

2.2.2.2 Steps in writing

There are some steps in order to produce a good text according to Meyers (2005:3), they are explained as below:

(1) Explore ideas
Writing first involves discovering one's idea. It considers three points; they are subject, purpose, and audience.
(2) Pre Write
It involves writing the thoughts on paper or on computer
(3) Organize
This process involves selecting, sub acting, and adding ideas then outlining them.
(4) Write a first draft
One have done the pre writing, selected the best ideas, expanded on them, and arranged them in some reasonable order.
(5) Revise the draft
Return to the draft later and revise it several times, perhaps after getting the reactions of other people, add new ideas and try to improve the organization.
(6) Produce the final copy
The last step is producing a final clean copy when one is reasonably satisfied with his work. Edit the copy and make another if you find errors.

Figure 2. 1 Steps to Produce a Good Text

Based on the Mayers' elucidation above, there are six important elements in writing process that can help every writer to produce good text, including narrative text. They are exploring ideas, pre write, organize, write a first draft, revise the draft, and produce the final copy.

2.2.2.3 Types of Writing

There are four types of writing. The following is figure of four types of writing

based on Brown (2004:220):

---

(1) Imitative
   In this type of writing, learners must attain skills in the fundamental and basic skill of writing. Learners may be asked to imitate letters or words. Another task in imitative writing is giving correct punctuation in a brief sentence. The imitative level is usually for students of elementary school.
(2) Intensive (controlled)
   The tasks of this type of writing are concerned in forming or constructing sentences. The objective of this category is to find out the students' competence in grammar and vocabulary in forming sentences and conveying the meaning is not necessarily needed. This writing type is usually applied in students of junior high school.
(3) Responsive
   At this level, learners are required to perform at a limited discourse level in forming sentences. Learners are asked not only to connect sentences into a paragraph but also create a logical connection of two or three paragraph. In this level of writing, learners can involve the genres of
   Writing such as narrative and descriptive. This level is intended for students of senior high school.
(4) Extensive
   The level of extensive writing implies all the processes and strategies of writing for all purposes. At this level, learners are expected to be able to form an essay, a major project, or even a thesis. This level of writing is usually for advanced learners.

Figure 2. 2 Four Types of Writing

According to the theories above, the teaching of narrative skill should be

well constructed and based on students' level also capacity. In the study, junior high

school students.

2.2.3 General concept of Genre

According to Cambridge Advanced Learner dictionary (2008), genre is a style that

involves a particular set of characteristic. Genre can also be defined as a style of

expressing ourself in writing. There are two major categories or genre of writing.

Those are fiction where the things, event and characteristic are not true and the other is non-fiction where the things, event and characteristic are based on fact.

Students need to study certain texts in the genres they are going to write before they start their own writing in order to have a clear idea of what paragraph they will make. Based on the curriculum, the eighth grade of junior high school students should master three types of genres (text types). These genres have their own structures because of the social purposes they fill in the culture. The genres for eighth grade junior high school level include: recount, descriptive and narrative texts.

2.2.4   Teaching Writing in Junior High School

Teaching is a process of interaction between teachers and students which commonly happen in a classroom. Teaching English at junior high school students is not an easy job. According to Bharati (2017) teachers have crucial factor to determine the quality of education system. Teachers should have the competencies affecting the students' achievements and performance. In teaching writing, teachers need to use skills and strategy in order to make students to be able to compose a text. At the eight year, students are expected to learn at least three texts in two semesters. Those are descriptive text, recount text and narrative text. In this study, the researcher mainly focused is in writing narrative text. Butcher (2006) stated that stories are usually a more interesting way of getting students information and it allows teachers to have connection to their students.

In addition, the standard competence of School Based Curriculum (KTSP) Depdiknas (2006:12) that is to express the meaning of simple functional written

text and short essay in the form of recount and narrative to interact with others, expects students to be able to produce good narrative and recount texts. In Junior High School, narrative text is usually introduced through an amusing story like tale, legend, fable or myth. At first, the students are introduced to an amusing story that can make them interested in the genre. Later, the students are introduced to the characteristics of narrative that is different from other text types. After that, they will be asked by the teacher to write simple narrative texts.

2.2.5   Cooperative Learning

According to Mandal (2009) cooperative learning is an instructional strategy based on the human instinct of cooperation. It is the utilization of the psychological aspects of cooperation and competition for curricular transaction and student learning. The concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement.

In the field of language, cooperative learning values the interactive view of language, which is known as developed combination of structural and functional views of language. It considers knowledge of appropriate use of language and the ability to structure discourse interactions. Like any other approach, as Richards and

Rodgers (2001: 192) argued, cooperative learning possesses its own theory of language and theory of learning. In its theory of language, cooperative learning sees language as a tool of social relations.

Cooperative learning methods share the idea of working together as a team to learn and be responsible for their teammates' learning as well as their own in classroom. The idea of cooperative work, student team learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. In other words, the students' tasks are not to do something as a team, but to learn something as a team.

Furthermore, cooperative learning refers to a set of instructional strategies which include cooperative students' interaction over subject matter as an integral part of the process (Kagan, 1989:41). Thus, Brown (2001:47) states that cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups (than collaborative learning).

In cooperative learning method when the teachers give a writing task, the members of the groups work together towards certain shared learning goals. They help each other during the process of drafting the writing. They plan, translate and review the work together. They monitor and evaluate their writing. They also try to gain appreciation for their group. In such class activities, team members try to make sure that each member has mastered the assigned task because the teacher randomly calls upon the students to answer for the team. The teacher should reward the best team and the most challenging individual. This kind of grading will serve as an

incentive to harness competition for further cooperation among the teams' members. Though cooperative learning strategies are difficult to practice, it would be equally interesting for both the teacher and the students.

2.2.5.1 Team Pair Solo Technique

Team Pair Solo is one of cooperative learning method, for mixed ability grouping involving with team, then pairs, and finally individual or solo. It is one of cooperative learning structures proposed by Kagan that demands the students to work not only in group, but also in pairs and in their own. Team Pair Solo is one of Kagan's structures which build in pressure and support which is the combination of positive interdependence and individual accountability. Kagan and Kagan (2009:12-14) state:

> Before the students solve a problem alone, in Team Pair Solo, the students first do the problems as a team, then as a pair, receiving plenty of tutoring, encouragement, and support. The positive interdependence precedes the individual accountability, so the students have received the necessary support prior to the individual performance.

(Kagan and Kagan, 2009:12.14)

In quotation they further elaborated that Team Pair Solo enables the team to pool their knowledge and skills to try the new procedures. After they successfully work as a team, they break the group into pairs to complete the procedures. Finally, after much support and modeling, the students are ready to perform the skill independently.

Team Pair Solo can be applied to a variety of tasks and subject areas including math, writing, reading tasks, etc. Students can assess their ability to solve the problems independently. Team Pair Solo works well for problems and concepts

that students would either to be too intimidated or just incapable of doing on their own. In this study, the writer use Team Pair Solo in teaching learning process to help the students in writing narrative text. As stated by Detapratiwi (2013) teaching writing using Team Pair Solo is more effective because students can share and develop the ideas in group and they add the idea when they work in pairs.

2.2.6 General Concept of Narrative Text

According to Anderson (1997:6) "Narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener". Moreover, according to Gerot and Wignell (1994:204) "social function of narrative is to amuse, entertain, and to deal with actual or vicarious experience in deferent ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution". Based on this statement, narrative text tells us about the past story in order to amuse or entertain the reader about the story that has been made.

> Charles et.al.(1985:129) has an opinion:
>
> A narrative is a story; a narrative writing is writing tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.
>
> Charles et.al.(1985:129)

Based on the explanation above, the functions of narrative text are entertaining the reader and also retelling someone about the past story based on the chronological events that sometimes rising and falling before finding the problems solving. According to Gerot and Wignell (1994:204) there are five generic structures of narrative text. They are as follow:

(1) Orientation   : sets the scene and introduces the participants.

(2) Evaluation   : stepping back to evaluate the plight.

(3) Complication : a crisis arises. The problems arise or occur.

(4) Resolution   : the crisis is resolved. The characters solve the problems.

(5) Re-orientation : optional.

However, for junior high school, teachers usually introduce the basic generic structure of narrative text that is orientation, complication, and resolution. In the story, the first paragraph is clearly seen to introduce the participants of the story. It is namely as the orientation which means to introduce the participants or the characters of the story with the time and place set. The complication is the problem of the story. In a long story, the complication appears in several situations. The last is the resolution. It is a final series of the events which happen in the story. The resolution can be good or bad.

The narrative structure is known as Freitag triangle as stated by Neo (2005: 2-3):

> The Freitag triangle consists of (1) the exposition: it establishes the characters and situations; (2) rising action: it refers to a series of complications which leads to the climax; (3) the climax: it is critical moment when problems or conflicts demand something to be done about them; (4) falling action: it is the movement away from the highest peak of excitement; (5) the resolute on: it consist of the result or outcome.

<div align="right">Neo (2005: 2-3):</div>

Climax

Exposition   **Resolution**
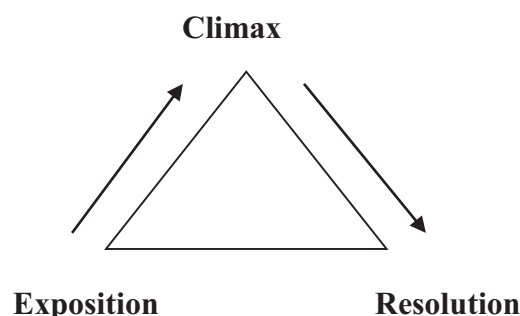
Figure 2. 3 The Freitag Triangle

2.2.6.1 Types of Narrative Text.

When teachers ask students to find a narrative story, most of students come up with the story of princess such as Cinderella, Snow White and etc. Mostly, students only know that narrative text tells a fairy tale story. Their understanding about types of narrative text is only as far as story with kingdom as the setting, prince and princesses as the main character. However, in fact, there are many types of narrative text students' need to know. According to Anderson and Anderson (1997:18), humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary novels, and adventure are types of narratives.

2.2.6.2 Language Features of Narrative Text

Besides generic structures, in order to construct a good text, we have to consider about language features that can be used. According to Anderson and Anderson (1997:8), the language features usually found in a narrative are:

(1) Specific characters (proper noun)

(2) Time words that connect events to tell when they occur

(3) Verbs that show the actions that occur in the story (past tense)

(4) Descriptive words to portray the character and settings.

(Anderson, 1997:8)

2.2.7   Summary of Key Terms

From the key terms mentioned above, it can be summarize that media are namely as tools or device to help someone to reach the goal of the study. In this study, media are hoped to help students in composing a good narrative text. In teaching

learning process the existence of media are absolutely needed. The use of media in teaching writing are hopefully motivate students and attract their interest to engage in the lesson. There are several kinds of media such as web-based media, paper-based media, software and audio-visual media. The researcher only focused on the use of web-based media and paper based media that is Storybird and Roll a Story.

Storybird uses art to inspire people to write picture books, chapter books, and poetry. Storybird lets anyone make visual stories in seconds. It offers an experience to be a real author where the user can write an amusing story with pictures and publication. By using Storybird, students can make a good and attractive story. Meanwhile, Roll a Story can be defined as an activity where students will roll the dice and the number of the dice lead students to the writing prompt. Both media help students to get the idea on what to write and how to construct a story.

This study also used Team Pair Solo as teaching technique. It is one of cooperative learning method for mixed ability grouping involving with team, pairs, then solo or individually. Team Pair Solo works well for problems and concepts that student would either to be too intimidated or just incapable .of doing on their own. Therefore, by using those media along with Team Pair Solo in teaching narrative writing will help students in writing.

Writing is a kind of thinking activity through written words. It means that a good writing needs a careful thinking. Those thinking can be represented in the form of generating the idea, choosing the suitable words or appropriate vocabulary, and arranging those ideas into a good sequence. However, in this study, the

researcher only focused on writing narrative text. Narrative text is a piece of text which tells a story to entertain or informs the reader.

2.2.8 Theoretical Framework

In order to produces a good writing, students have to follow each steps of writing. This study employed five steps of writing according to Meyers (2005), those are explore ideas, pre write, organize, write a first draft, revise the draft and produce the final copy. A writing is considered as a good writing when it has components of writing. This study used theory by Brown (2004) that there are five components of writing including introduction, body, logical development of ideas, content, grammar, punctuation, spelling and mechanics, style and quality of expression.

Based on the conditions, the researcher needs to encourage and facilitate students to have involvement toward the material given in teaching learning process. One of the ways is by using media in teaching and learning process. As stated by Wright (1976) the use of media is really necessary to attract students' interest and motivate them in following the lesson. In this study, the researcher proposed Storybird and Roll a Story as media in the writing class especially in writing narrative class along with Team Pair Solo. Detapratiwi (2013) stated that teaching writing using team pair solo is more effective because students can share and develop the ideas in group and they can add the idea when they work in pairs. In this study, the researcher will use experimental research. Experimental research tries to observe the cause and effect relation between two variables, experimental group and control group. Below is the figure of the theoretical framework.

```
┌─────────────────────────────────┐
│       Experimental Research      │
└─────────────────────────────────┘
                 │
        ┌────────┴────────┐
┌───────────────────┐  ┌───────────────────┐
│ Experimental Group│  │   Control Group   │
└───────────────────┘  └───────────────────┘
        │                      │
┌───────────────────┐  ┌───────────────────┐
│ Teaching writing  │  │ Teaching writing  │
│ narrative text by │  │ narrative text by │
│ using Storybird   │  │ using Roll a Story│
│ as a medium       │  │ as a medium       │
│ through Team Pair │  │ through Team Pair │
│ Solo              │  │ Solo              │
└───────────────────┘  └───────────────────┘
        │                      │
┌───────────────┐      ┌───────────────┐
│    Results    │      │    Results    │
└───────────────┘      └───────────────┘
          \                  /
           ┌───────────────────┐
           │     Compared      │
           └───────────────────┘
```
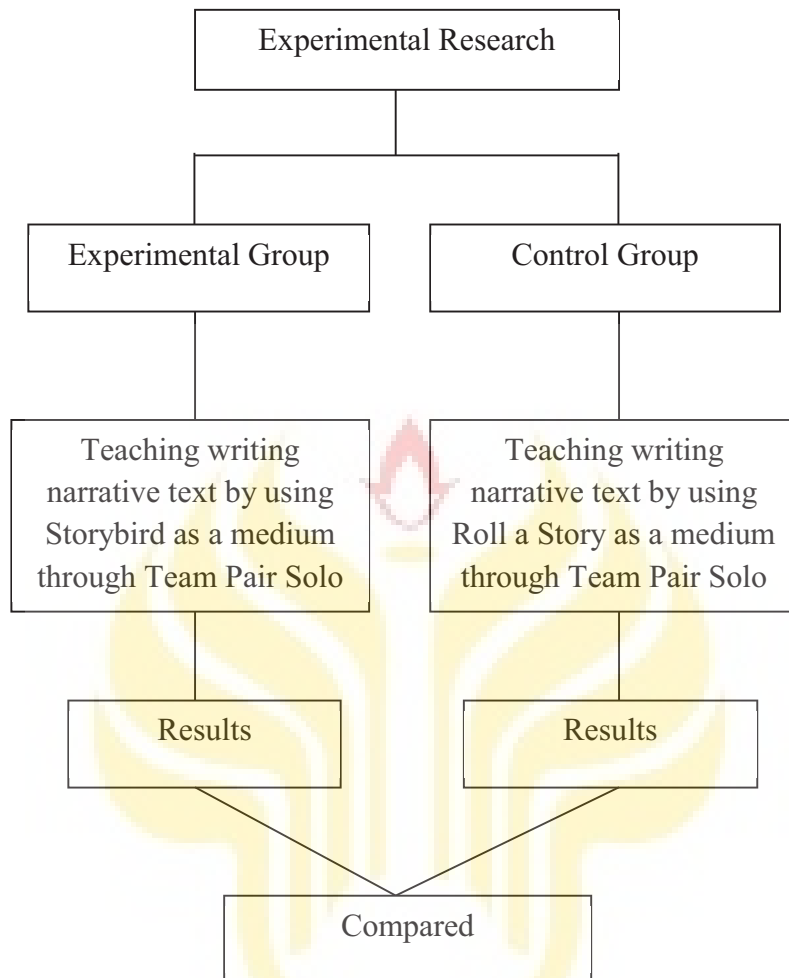
Figure 2. 4 Theoretical Framework

CHAPTER V
CONCLUSION AND SUGGESTION

This research began with the questions whether there is any significant difference of students' achievement in writing narrative texts between those who are taught by using Storybird as a medium through Team Pair Solo and those who are taught by using Roll a Story as a medium through Team Pair Solo at eight grade students of SMP H.Isriati Semarang in the academic year 2016/2017.

From the findings in the previous section, there are some conclusions and suggestions which can be inferred in this study.

5.1 Conclusions

According to the result of the study that has been discussed in the previous chapter, the researcher will convey some conclusions about this study.

First, the first objective of the study was to find out the result of teaching writing narrative text by using Storybird trough Team Pair Solo. According to the posttest result, it was found that the average score of the posttest was 75.86. It has been increased for 15.6 from the pretest result that was only 62.96.

Second, the second objective of the study was to find out the result of teaching writing narrative text by using Roll a Story through Team Pair Solo. It could be described by referring to the posttest score that was 75.56 which means it has been increased for 15.36 from the pretest result that was only 60.2.

Third, the next objective of the study was to find out whether or not there is difference in the achievement of the students who are taught narrative by using

Storybird as a medium through Team Pair Solo and those who are taught by using Roll a Story as a medium through Team Pair Solo. The finding refers to the calculation of using Wilcoxon signed rank test that has been explained in the previous chapter that the Z from the experimental group was -4.378 with the p value (Asymp. Sig 2 tailed) .000 where it was less than the level of significance that was 0.05 which meant that there was significance difference in the pretest and posttest from the experimental group. Meanwhile, based on the result of Wilcoxon signed rank test for control group, it showed that the Z of the posttest and pretest was -4382 with the p value (Asymp. Sig 2 tailed) .000 where it was less than the level of significance that was 0.05 meant that there was significance difference in the pretest and posttest from the control group. Therefore, H_1 is accepted and the null hypothesis of this study was rejected. On the other word, there was difference in the students' achievement in writing narrative text between those who were taught by using Storybird as a medium through Team Pair Solo and those who were taught by using Roll a Story as a medium through Team Pair Solo.

Fourth, the last objective of the study was to discuss whether or not Storybird and Roll a Story as media through Team Pair Solo are effective to be used in teaching writing narrative text. Based on the mean of pretest and posttest score of each group, Storybird and Roll a Story as a media through Team Pair Solo technique are effective to be used in teaching students' writing of narrative text. Referring to the grade of students' score by Harris (1969), for control group, the pretest score was belong into fair and posttest was belong into good. Meanwhile, for the experimental group, the average score of pretest was belong into fair and

posttest was belong into good. By comparing the different average scores of both group and the scores achieved by each group in two test (pretest and posttest), the researcher come to the conclusion that the use of Storybird and Roll a Story as media through Team Pair Solo are effective to be used in teaching students' writing of narrative text.

5.2 Suggestions

Based on the conclusions above, the researcher would like to present the following suggestions.

(1) For the students

Learning to write a narrative text by using Storybird and Roll a Story as a medium through Team Pair Solo as alternative media can attract students' interest and motivate them to write a story.

(2) For the English teachers

In order to teach language, the teachers need a lot of media to support teaching and learning activity in the classroom. When the variation appears in the teaching learning activity, the students are also interested in the lesson and unconsciously want to improve their competence. Therefore, the teachers must be able to create their own way to attract the students' interest on the lesson.

(3) For the next researchers

The researcher hoped the result of this research will be useful for the readers. Moreover, the research also can be one of the references for the

next researcher who wanted to conduct research by using various kinds
of media.

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