THE EFFECT OF USING STORYBIRD IN WRITING NARRATIVE TEXT AT NINTH-GRADE OF SMPN 2 BALUNG

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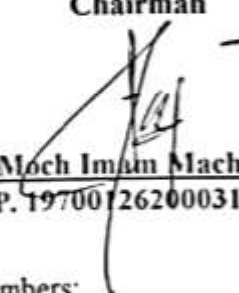
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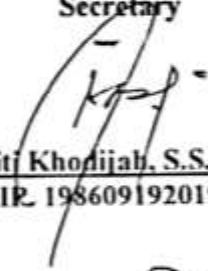
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MOTTO

اِقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۚ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ

"Read, and your Lord is the most Generous. Who has taught (the writing)
by the pen."[1]
(QS. Al- Alaq: 3-4)

DEDICATION

Alhamdulillah for all the blessings that Allah always give me all the time. Thanks to Him, I can finally be able to complete my final project as an undergraduate's student. With all the blood, sweat, and tears I finished the last step of this college life.

Appreciatively, I dedicated this thesis for:

My beloved family, i would like to show my warmest gratitude to my precious parents, Mr. Moh. Fauzi and Almh. Waridah and my beloved stepmother Titik Sugiati, my old sister Yuyun Anggraini, my younger sister Laili Afkarina Billah and Rizky who always pray for my success and give me motivation and support to study hard until now. All of them being the main reason for me to finishing this thesis.

Last but not least, thank you to myself that always eager for challenges in life. Thank you for all the hard works, thank you for holding on to unbearable pain due to the hard times for too much times during the process of finishing this thesis.

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The researcher fully realize that this thesis is far from being perfect. Therefore, the researcher welcome all the criticism and suggestions. The researcher hopes this thesis would be useful for readers and other researchers who need it.

Jember, June 16th 2023
Researcher

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ABSTRACT

Niatul Khasanah, 2023. *The Effect of Using Storybird in Writing Narrative Text at Ninth-Grade of SMPN 2 Balung*

Key words: *Storybird, Writing Narrative Text.*

Writing is one of the English communication abilities that people can use to communicate thought, feelings, and opinion in a written form. In this globalization era, teacher needs to engage students interest in writing by integrating technology to the writing learning process. Hence, this research explores Storybird as an media can be implemented in building on students's ability in writing narrative text. Storybird in recent years and various studies report their positive effects on student's writing ability.

Therefore, the researcher was interested to conduct the research at SMPN 2 Balung where the researcher overcome the student's problem in writing by using Storybird in teaching narrative text.The research aims to answer a research question " is there any effect in students ability in writing narrative text taught by using Storybird and those who are not". The objective of this study is to determine wether there is effect in students ability in writing narrative text taught by using Storybird platform and those who are not.

The researcher used a quantitative approach. A quasi-experimental was employed in this study. The researcher used two classes, where the control class was taught by using conventional method and experimental class was taught by using Storybird. The subject of this study was ninth-grade of SMPN 2 Balung, while 9C was chosen as experimental class and 9G as control class. Each class consist of 33 students. To collect the data, researcher employed Test in both classes, experimental and control class. In this study, T-test was used to analysis the data.

After conducting the research, the researcher was able to find the differences in the result between the experimental and control class. Independent samples t-test was conducted by testing the mean score of the experimental and control class. The sig. (2-tailed) obtained from the test result between the experimental class and control class was 0.000. It revealed that the result of sig.(2-tailed) was <0.05. Form the data presented, it can be concluded that the alternative Hypothesis (Ha) was accepted which means there is an effect of using Storybird in writing narrative text. The research findings showed that storybird is effective to use in writing narrative text. In the end, the researcher calculated that the students who are taught using Storybird in writing narrative text achive better than those who are not. Overall, the use of Storybird help students to develop writings ideas.

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CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills that must be mastered by the students. Those are reading and listening which belongs to responsive skill, while writing and speaking belong to productive skill. Learning a productive skill requires the learner to create a spoken or written product. Learners need to be able to use both skills in order to develop a language product.[2] Furthermore, UU Number 20 of 2003 concerning the National Education System, Article 4 paragraph 5, emphasizes that education is carried out by developing a culture of reading, writing, and arithmetic for the entire community. The mandate of this law is the legal basis for the need to strengthen reading, writing, and arithmetic skills in junior high school learning.[3]

Writing is assisted by other language abilities as one of the language skills. Therefore, writing cannot be divided by them. Writing is a method of communication used to communicate information and transfer ideas as well as messages between individuals. Writing is one of the English communication abilities that people can use to communicate thoughts, feelings, and opinions in a written form. Writing is a powerful learning tool that may be used to convey ideas, make decisions clearer, and learn new ideas and facts. A writer discusses and explains her thoughts and feelings

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[2] Santoso, Christina Dewi *"The Effectiveness of Using Storybird Platform to Teach Narrative Text towards Students Writing"* Thesis, IAIN of Tulungagung, 2020.

[3] Sekretariat Negara RI, Undang-Undang Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional. Pasal 4. Ayat 5.

with the readers through the writing process. This is equivalent to what was Harmer stated that writing is a type of communication that allows one to convey ideas or feelings through writing.[4] Furthermore, it is compatible with Surah al-Alaq verses 4-5 of the Qur'an; God said:

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ

"Who taught by the pen. Thaught man that which he knew not." (Al-'Alaq: 4-5)

In his Tafsir, Al-Qurtubi adds that in this verse, Allah reminds people of the advantages of writing and encourages them to do so because the skill of writing contains a lot of knowledge and benefits that can only be achieved through writing. Knowledge cannot be published unless by writing, as can the laws that bind humans so that they always walk on the right path.[5]

Hughey and Jane B states that writing is frequently most hardest language ability to master while learning a first or second language.[6] This is demonstrated by the multi-step writing process that goes into producing a good text. The writing process includes deciding the topic, developing the topic by using some strategies or methods, doing prewriting for the first and second draft, revising the draft, and writing the final draft.

There are several genres of text in English. Those are including narrative, exposition, recount, process, and descriptive text. Narrative text is

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[4] Harmer Jeremy, *How to Teach Writing,* (Malaysia: Pearson Education Limited. 2001)

[5] Al Qurtubi, Al-Jami li Ahkam Al-Qur'an: Tafsir Al-Qurtubi(Kuwait: Yayasan Al-Resala. Published. 2006)

[6] Hughey and Jane B, et al. Teaching ESL Composition Principles and Techniques. (Massachussetts: Newbury House Publish. 1983.)

one type of the text that must be mastered by students. Narrative text is a text that tells a story by describing the development of action. Narrative texts require specific details about the development of the story from beginning to end, the transition from one event to another, etc. The text narrative aims to entertain the reader because it is based on the author's imagination.

However, student and teacher may find some obstacles in teaching learning process. According to Abderraouf which stated that most learners faced difficulties with vocabulary, idioms, cultural knowledge, and less experience with second language rethorical strategies.[7] When students create a story in English, whether is about about a personal activity or one based on a fairy tale, they experience difficulties. Students encounter lack of vocabulary, less understanding of grammar, less creativity, unable to apprepriate diction in a sentence to create a writing composition. Students who study recount texts and narrative texts are given the assignment of making a stories using their own language and creativity, they make stories with themes relating to their experiences as well as fairy tales or fables. In reality students are less engaged and inspired to create stories.[8]

Based on the observation result of teaching and learning process at SMPN 2 Balung on 16th November 2022, the researcher found that teaching writing was not easy because the teacher faced some problems, such as students were lack of vocabulary for example when students did not know the

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[7] Annab Abdeerraouf, Investigating EFL Studets' Writing Difficulties and Common Errors in Writing. (Bejaia: Box Examiners. 2016)

[8] Ainy Mauliddiyah *"Enhancing Students Motivation of Writing by Using "Storybird" in English Class"* Pascasarjana Universitas Negeri Surabaya. English Teaching Conference. Vol.4.2018

general English vocabulary such as "mix, stir,add" words etc. The students

less ability in undertanding the structure of the sentences. Student faced

obsatcle in organizing the text in writing procedure text. Another problems

that faced by the student was the student did not know the mechanism in

writing skill.

Based on interview with English teacher at SMP N 2 Balung. The

researcher asked several questions to the English teacher related to the

process of learning English. These are the main result of the interview

> " *Disini sebagian besar anak-anaknya kurang tertarik untuk belajar bahasa inggris. Mereka selalu berkata 'Ga bisa bahasa inggris!'. Mereka merasa bahwa bahasa inggris susah untuk dipelajari. Mungkin karena bahasa asing sehingga mereka tidak terbiasa untuk mendengar maupun menggunakan bahasa inggris"*

(Here most of the children are less interested in learning English. They always said 'i Can't speak English!'. They feel that English is difficult subject to learn. Maybe because it was of a foreign language so they are not used to hearing or using English)

> " *Kendala yang saya alami ketika mengajar bahasa inggris selain mereka tidak terlalu tertarik atau kurang termotivasi, juga mereka kekurangan vocabulary, grammar dan pronounciation. Jadi hal tersebut cukup berdampak dalam pembelajaran. Baik ketika mengajar speaking, reading, listening maupun writing. Akhirnya saya lebih fokus untuk menguatkan pondasi dasar mereka dengan lebih mengajarkan skill reading, dan speaking untuk meningkatkan vocabulary dan grammar. Untuk writing masih belum bisa maksimal karena kendala tersebul."*

(The obstacles I experienced when teaching English were that they were not very interested or motivated, they also lacked vocabulary, grammar and pronunciation. So it has quite an impact on learning. Good when teaching speaking, writing, listening and writing. Finally, I focused more on strengthening their foundation by teaching them more reading and speaking skills to improve vocabulary and grammar. As for writing, it still cannot be maximized because of the constraints that arose.)

From the description above, it can be concluded that the teacher and students faced several obstacles in teaching learning process. The teacher's obstacles is the students were lack motivation and less interested in English learning. Thus, the student's obstacle were lack of of vocabulary, grammar, speaking, reading, and listening. As a result, the teacher is unable to fully provide writing skills because the difficulties of these students would make it difficult for them to write.

> " *Biasanya untuk mengatasi permasalahan tersebut saya mengganti metode dengan pembelajaran menggunakan media. Seperti LCD, kami sediakan video agar mereka terbiasa untuk melihat dan mendengar orang yang menggunakan bahasa inggris. Game juga sering saya gunakan, karena dapat membuat mereka antusias dan senang untuk belajar bahasa Inggris."*

> (Usually to overcome these problems I replaced the method with learning using the media. Like LCD, we provided videos so that they are used to see and hear people who speak English. I also often used games, because they can make them enthusiastic and enjoy learning English.)[9]

From the interview above the researcher can concluded that teacher use media in learning process. Those media were LCD proyector and Games. It was udes to engage student to be more enthusiastic and enjoy when learning English.

Therefore, teacher needed to engage students with activities that are easy and enjoyable where the writing activities are not only become normal part of classroom activities but also provide opportunities for students to

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[9] Puji Pangastuti, interviewed by Researcher, Jember 16 November 2022.

write effectively[10] One ways to engage students interest in writing is by integrating technology to the writing learning process.

Therefore, the researcher wanted to assume that the use of language media can encourage students writing performance narrative based on the above mentioned problems. Media is a teaching component that helps a teacher in the teaching and learning process. Arsyad claimed that learning media are something to use for convey messages or information in teaching and learning process so that it can stimulate students attention and interest in study.[11] The media is the basis of the material itself and it can relate to the whole of the material's topic and content. The teacher can design and modify the media to help the students easier to comprehend the material learned. Furthermore, Murcia explained that media is an important motivator in the teaching and learning. Media can also engage the studentsto learn actively and be fun while playing the media in the teaching and learning process.[12] Based on the definition above media is a tool to deliver the learning material in the class. Besides, media helps students to learn actively by expressing their ideas, opinion, thinking, and feeling to achieve students-centered in the classroom. Media can be visual, grafis, and audio that are used to make information easier for students to understand the material.

In this research Storybird as a visual media choosen in teaching writing because the storybird provides many choices of images that can help

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[10] Jeremy Harmer, *The Practice of English Language Teaching, 4th Edition.* (Pearson Longman: Harlow. 2007) 113.

[11] Azhar Arsyad, *Media Pembelajaran* . 2017(Jakarta: Rajawali Pers). p.10

[12] Celce Murcia Mariam, *Teaching English as a Second or Foreign Language*,(London: Thomson Learning, 2001), p.416.

students get ideas and develop their imagination to translate into narrative writing. Moreover, In this modern era teachers could integrate technology in their teaching learning process. Giacomini states that storybird is one of tools for teaching creative writing in English language class.[13] Storybird web tool is one of media that could be use by teachers. Storybird is a writing-related tools and resources on the internet. Storybird, which is a storytelling website, is an activity that helps students to develop writing skills, reading skills, creativity and imagination through a beautiful picture. Furthermore, students can create a story to connect with other users of different ages and regions. Giacomini states that storybird is one of tools for teaching creative writing in English language class.

Storybird represents concepts creating, reading, and sharing. Storybird platform supports collaborative story telling with the use of pictures on the web. In other words, it helps students concentrate on their work rather than drawing pictures. Additionally, Storybird helps introverted and reticent students to write independently. Students can learn to explore deeply and develop higher-order thinking skills by using galleries and pictures. Therefore, Storybird promotes imagination, literacy, and self-confidence.[14]

In some previous study conducted by some researcher, *Storybird* platform is effective to teach writing. The first is Santoso and Christina Dewi

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[13] L Giacomini "*Using Storybird in Young Learners Creative Writing Class. English Teaching Forum*" 53(4), 35-37.

[14] Santoso, Christina Dewi (17203163088*) "The Effectiveness of Using Storybird Platform to Teach Narrative Text towards Students Writing"* Thesis, IAIN of Tulungagung, 2020.

They stated that students who are taught utilizing the Storybird platform have significantly different test scores from students who are not. It implies Storybird platform is an effective media to be applied. The implementation of the Storybird platform in this study resulted in effective improvements in student's writing skills in narrative text with an urban legend. The second study is Refika Andriani and Devi Wahyuni their findings in 2018 demonstrate that students are more interested and driven to write stories in Storybird than in books, and as a result, they participated actively in class activities. It means that Storybird is an effective media to be used in order to improve student's writing skill in narrative text. Based on the result of previous studies above, it concluded that Storybird was an appropriate media to be an alternative solution to develop students writing in narrative text.

This research is important to examine the effectiveness of using Storyird to help student in writing narrative text. furthermore, this research is needed to confirm the media to evaluate students ability in writing narrative text. Researcher interested to know the effect of the media used based on the student's perspective. On the other hands the researcher want to know and examine the significant difference of students writing ability of narrative text who are taught by using *Storybird* platform and those who are not. The researcher wants to conduct this research in tittled "The Effect Of Using Storybird In Writing Narrative Text".

B. **Research Question**

Based on the background research above, the research question formulated as follows:

Is there any effect in students ability in writing narrative text taught by using *Storybird* platform and those who are not?

C. **Research Objective**

This study aims to determine whether there is an effect in students ability in writing narrative text taught by using *Storybird* platform and those who are not.

D. **Research Significance**

This result is expected to give contribution to the language teaching learning process as follows:

1. **Theoritical significance**

This research gives a solution to find out the appropriate strategy in improving student's writing skill.

2. **Practical significance**

a. Teacher

The result of this research expected for English teacher as a reference to apply *Storybird* platform as one of media to improve the students writing ability of a genre of text.

b. Students

The result of this study expects to become valuable in teaching and learning English particularly in writing narrative text by using

storybird. Furthermore, this research is expected to encourage students to express their ideas, feelings, and creativity in written form .

c. Future Researcher

The researcher hope that this research would be useful for future research on related problem.

E. **Scope of Study**

1. **Variabel**

variable is an object of the study, constructs or characteristics with vary of values . Santrock defines variable as the characteristic or feature of a person, a group, or an educational system that the researcher is interested in. In this research there are two kinds of Variable, those are the independent variable and dependent variable. Independent variable is effect the dependent variable. Therefore, dependent variable is one that an independent variable affected.

The following is a description of the study's variable:

a. Independent variable: Storybird

b. Dependent variable: students writing ability of narrative text.

2. **Indicator variable**

a. Storybird

1) The teacher explained the material about narrative text.

2) The teacher stimulated students by showing website storybird.

3) The teacher explained how use storybird.

4) The teacher gave the example of writing narrative text by using storybird

5) The students have to create a narrative text.

6) Both students and teacher concluded the material.

b. Writing Narrative Text

1) Content

2) Organization

3) Grammar

4) Vocabulary

5) Mechanism.

F. Definition of Key Term

1. *Storybird*

   Storybird is a web-based teaching media which is easy to use and extremely engaging collaborative story-writing website. In which engage and motivate students to develop skills for creating creative writing, designing, collaborating, communicating, and reflecting.

2. Writing Narrative text

   Writing skill is an activity to pouring out the thought, ideas, and feeling in a written form that can be read by readers. In this research, writing is an activity that the students do to create a writing of a narrative text. There are five aspect of writing used such as content, organization, grammar, vocabulary, mechanism.

CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

1. Previous Study

The first Research by Adini Amalia and Zainul Aminin in 2022 was entitled "The Implementation of Storybird in Writing A Recount Fext For Tenth Grade Students". The research objective was 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. The research method used in this study was a quantitative, a true experimental randomized subject posttest-only control group. The data was analyzed by the t-test formula using SPSS computation. The result shown that there was a significant difference in post-test scores between experimental and control groups. The independent sample t-test results were significant at .0.12 < .05, it showing a significant difference in the post-test results. Based on the result, it suggested that students can implement Storybird in writing a recount text for tenth-grade students of Senior High School in Surabaya.[15]

Secondly, the research was an jurnal by Refika Andriani and Devi Wahyuni "*Improving Students Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan*

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[15] Adini Amalia and Zainul Aminin, "The Implementation of Storybird in Writing A Recount Fext For Tenth Grade Students" Jurnal of English Education and linguistics(Edu-Ling): English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Surabaya, Vol. 5(2). 2022

Pendidikan Persada Indah (YPPI) Tualang". The subject of this study is Grade X, there were 20 students of class X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang, Kabupaten Siak in the academic year of 2017/2018. Action research was used to describe this particular study. In accordance with the class schedule, the actions were carried out in two cycles. The researcher collaborated with the teacher as the collaborator. The findings demonstrate that students are more interested and driven to write stories in Storybird than in books, and as a result, they participated actively in class activities. It means that Storybird is an effective media to be used in order to improve student's writing skill in narrative text. [16]

The third research was conducted by Muhammad Furqan, Erik Yuda Pratama, Muhammad Agus Trianugraha in 2020, *"Developing Students Creative Writing Using Storybird Application.* The aim of this study was to findings the development of students creative writing using a storybird application. This study took the data from the second grade of State High School 8 in Bogor. Participants selected from 20 students consisting of 3 men and 5 women who are still beginners in learning English. The data collected by using questionnaires, a synchronous semi-structured interview, and an online artifact as the instruments. This study revealed that the storybird could make the students more creative in the creative

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[16] Andriani and Devi Wahyuni, *"Improving Students Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang"* (Thesis, Lancang Kuning University. 2018)

writing class, storybird could help students to find the idea in a creative writing class, and story bird could make the students more motivated to write in the creative writing class. Therefore, based on the result of this study, a storybird is a media which very effective to use in a creative writing class, and the student needs to master this media to get a good result of their creative writing learning. Stoybird makes learning the creative writing process to be joyful. By that, It shown that storybird is an effective media that could help students to develop creative writing.[17]

The fourh research conducted by saidatunnur in 2019, "Improving Student's Ability In Writing Descriptive Text Using Personal Photograph At The Second Grade Of Smp It Al-Hijrah Deli Serdang In Academic Year 2019/2020". The purpose of the research was to improve the student" s ability in writing descriptive text using personal photograph. The subject of this research was 31 students of VIII-C class of Shafiyyah binti Huyay. This research applied qualitative and quantitative technique in analyzing data. The qualitative data were taken from interview, questionnaire, observation, field note, and documentation. The quantitative data were taken from the test, the test is concluded in pre-test, post-test1 and post-test 2. The data obtained was carried out in two cycles that conducted in four meetings. The result of analyzing data showed that there was improving on the student" s ability in writing descriptive text from each cycle. The pre-test mean score showed 59.96. Where, there are 4

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[17] Muhammad Furqan, Erik Yuda Pratama, and Muhammad Agus Trianugraha, *"Developing Students Creative Writing Using Storybird Application"* in The 2nd Bogor English Students and Teacher Conference. *2020*

students who passed the criteria (12.1%) and 27 students who did not passed the criteria. After the implementation the personal photograph in first cycle there was an improving of the result on students mean score that was 69.70. Where, there are 12 students who passed the criteria (38.7%) and 19 students who did not passed the criteria. Then, for the second cycle, there was improvement of student's mean score that was 77.38. Where there 28 students who passed the criteria (87.1%) and there are 3 students who did not passed the criteria. Students response to the learning process was generally positive. In other words, Personal Photograph can improve the students ability in writing descriptive text at second grade of SMP IT AL-HIJRAH Deli Serdang in academic year 2019/2020.[18]

The fifth research conducted by Herry Jaisyan Khoiri, 2020 entitled *An Analysis of Students Ability in Writing Descriptive Text at Eighth Grade of SMP Unismuh Makassar*. The purpose of this study is to determine students ability to organize, use appropriate vocabulary, and use proper grammar when writing descriptive texts. SMP Unismuh Makassar eighth graders participated as the population in this study. The sample was taken by purposive sampling technique which consisted of 17 students of VII B. A writing test was employed as a tool by researcher to gathered data. The researcher examine several aspects in writing descriptive text. Those are vocabulary, mechanics, and organization are all examined. Researchers analyzed students writing abilities based on five categories:

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[18] Saidatunnur, "*Improving Student's Ability In Writing Descriptive Text Using Personal Photograph At The Second Grade Of Smp It Al-Hijrah Deli Serdang In Academic Year 2019/2020*"(Thesis, State Islamic University of North Sumatera)

excellent, good, average, fair, poor. The results of this study illustrated that students face difficulties in the vocabulary component and still using Indonesian vocabulary. Likewise in mechanics and student organizations are still difficult. It asserted that 17 students at VIII B of *Eighth Grade of SMP Unismuh Makassar* was low in writing descriptive text.[19]

Table 2.1
Similiarities and Differences Previous Research and this Research

No.	Research Title	Similiarities	Differences
1.	Jurnal By Adini Amalia and Zainul Aminin in 2022 "The Implementation of Storybird in Writing A Recount Fext For Tenth Grade Students"	1. Both researcher focused on students writing skills.	a. The method in this previous study was a true experimental randomized, while the method in current research was quasi-experimental. b. This previous study used recount text as the material, while the current study used narrative text. c. This previous study focused on the students at tenth-grade in Surabya while the current research focused on ninth-grade Student'.
2.	Thesis by Andriani and Devi Wahyuni, Lancang Kuning University, 2018 entitled *"Improving Students Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang"*	a. Both researcher focused on Student' writing skills. b. Both researcher used narrative text as the material.	a. This previous study focused on tenth-grade students, while the current study focused on ninth-grade students. b. The current research use a quantitative, quasi-experimental research design. The previous study used an Action Research.

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[19] Herry Jaisyan Khoiri, *An Analysis of Students Ability in Writing Descriptive Text at Eighth Grade of SMP Unismuh Makassar*, (Thesis, Muhammadiyah University Of Makassar)

3.	Jurnal by Muhammad Furqan, Erik Yuda Pratama, Muhammad Agus Trianugraha in 2020, *"Developing Students Creative Writing Using Storybird Application"*	a. Both researcher focused on writing skill.	a. The subject of the cuurent study is eigth grade of SMP Negeri 2 Balung, while the previous study focused on eleventh grade. b. This current research use a quantitative, Quasi-experimental Research Design. The previous study used a Qualitative Case Study Design. c. The Previous study used creative writing while the current research used narrative text as the material.
4.	Thesis by Saidatunnur in 2019, entitled "Improving Student's Ability In Writing Descriptive Text Using Personal Photograph At The Second Grade Of Smp It Al-Hijrah Deli Serdang In Academic Year 2019/2020"	a. Both researcher focused on writing skills.	a. The research was used Qualitative and Quantitative research design, while the current study used was quasi-experimental. b. The Previous study used creative writing while the current research used narrative text as the material. c. The previous study used Photograph while the current study used Storybird teaching in writing.
5.	Herry Jaisyan Khoiri, 2020 entitled *An Analysis of Students Ability in Writing Descriptive Text at Eighth Grade of SMP Unismuh Makassar.*	a. Both researcher focused on writing skils	a. The subject of the previous study is eight-grade students while the current study focused on ninth-grade. b. This research Descriptive Research while the curren research used Quasi-experimental Research Design. c. The Descripive text was used in the previous study, while the current research used narrative text.

The general similarity both researchers use an Storybird to improve writing skils as the media in their research. One thing that distinguish this research from previous research is the subject at SMP Negeri 2 Balung. On the other hand in this study focuse on using fitur write and publish in storybird, student's perspective after using the storybird, and student's creativity in writing narrative text.

B. Theoritical Framework

1. Writing

a. Definition of Writing

Writing is a procedure of communicating a writer's idea to the readers in written form. A writer should go into their thoughts and ideas when communicating their views in order to attract readers's interest. However, good writing skills are necessary for academic achievement as well as for many jobs and professions. We can communicate what we thought would be comprehended by readers by writing it down. Writing provides readers and writers with a means of indirect communication. Marianne Celce and Maria defines writing is production of the written work that the text is must be read and comprehend in order for communication to take place.[20]

Nystrand stated that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It implies that writing is a process for

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[20] Marianne Celce and Murcia Elite Olshtain, *Discourse and Context Language Teaching, (USA: Cambridge University Press, 2000), p.142*

communicating ideas and information which understandable for the readers.[21]

According to Khomariah, writing is a tool for indirect communication between the writers with the readers. Indirect communication occurs when authors use written products, such as books, letters, or newspapers, rather than direct communication with their audience. Additionally, writing is a learning process for both the writer and the reader.[22]

Writing has always been an element of the English language curriculum. According to Richard & Renandya, second language writers need to focus on both their higher level planning and organizing skills as well as their lower level spelling, grammar, word choice, and other writing abilities.[23] Furthermore, through writing, students can absorb the content that has been studied in class, including grammar, vocabulary, organization, and ways to communicate their thoughts.

b. Writing Approach

Meyers claims that writing is an action. There are several steps to writing, including gathering and organizing ideas, writing or

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[21] Nystrand. *Improving Students Writing Skills On Descriptive Text Through Quantum Learning Method.* 1989. Retrieved on August 10, 2019. P. 75.

[22] Khomariah. *Improving Students Ability In Writing A Narrative Text By Using Round Table Strategy At Grade Viii C Of Smp Negeri 11 Kota Bengkulu.* 2013. Retrieved on August 10, 2019 from http://repository.unib.ac.id/8285/2/I%2CII%2CIII%2CII-14-nur.FK

[23] Richard and Renandya Willy. *Methodology in Language Teaching an Anthology of Current Practice.* (Cambridge University Press. 2002) p.

placing on the paper, and edit the writing by reshaping it.[24] In addition Anthony Seow cited by Jack C. Richard stated that writing process seen as comprising four stages: planning, drafting, revising and editing.[25]

| PROCESS ACTIVATED | ➡ | Planning | ↔ | Drafting |
| PROCESS TERMINATED | ➡ | Editing | ↔ | Revising |
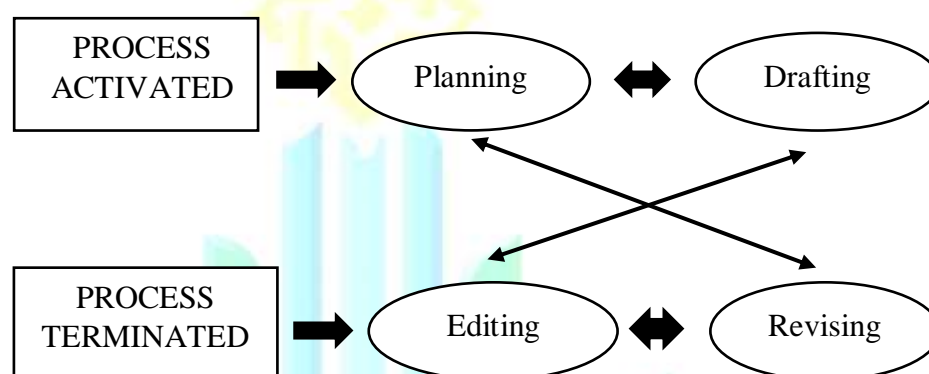
Figure. 2.1
Writing Process

1) Planning (Pre-writing)

Pre-writing is the process of deciding what would be written after thinking, gathering ideas, reading, and speaking with others. The writer must choose what main topic they want to write. There are various approaches to planning. These include three main issues:

a) They must pay attention to the purpose of theri wiritng because it would affect the style they want to use, the language they employ, and the information they decide to provide.

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[24] Alan Meyers, *Gateways Academic Writing*, *Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2
[2525] Jack C. Richards, *Methodology in Language Teaching,* (USA: Cambridge University Press), p. 315-318.

b) Experienced writers define the reader, as this influences not only the style but also the language.

c) Writers must decide the content structure of the text, or how to convey the information, concepts, or arguments they have chosen to present.

2) Drafting

Drafting implies that the writer does not bother about errors; what matters is that we get text on the page. Writers are more concerned on writing fluency than with grammar quality or the cleanness of the draft. This initial attempt at a text is continually made on the on the grounds that it would be changed later.

3) Revising

During the revising stage, students go over what they wrote again to determine how well they were able to convey their ideas to the reader. Revising improvements are made to the global content and the arranging concepts in a way that the writer's purpose is clearer for the reader. To be assured, rewriting does not imply duplication. Students need to gather and maintain the draft and revise it. Another exercise for students collaborate in pairs to read aloud their revision review others' drafts.

4) Editing

At this stage,students are engaged in tidyng up their text as they prepare the final draft for evaluation by the teacher. They edit their own work for content, grammar, spelling, punctuation, diction, sentence structure, and accuracy of text. After completing the initial draft. They should also look for any grammatical errors or terms that need to be altered to make the meaning more apparent because some of them may lead the audience to get confused. When pondering and rewriting, a helper occasionally comes along to point out flaws and errors as well as make suggestions for the greatest possible outcome.

c. The Aspects of Writing

1) Content

The writing content have to clear for the readers to be able to understand the message and information from it. There are two parts of content in writing, they are unity and completeness. This content become characteristics of good writing.

2) Organization

Organization in writing concern with coherence.It could be coherence order, order of information, general to specific to general, chromological order and spatial order. It means that the writer has arranges and organizes the ideas. The paragraph can be coherence if the ideas are putting in the right order.

3) Language Use/ Grammar

Language use in writing consist of correct language and point of grammar. Grammar in writing description involve the use of verb, adjective, adverb and use simple present tense. A good grammar would help the reader understand the meaning of the text.

4) Mechanics

Part of mechanics in writing are capitalization, punctuation, and spelling. Incorrect spelling and punctuation would make the loss or different meaning in the text. So, the use of this aspect in writing have the big effect in understanding the meaning in written text.

5) Vocabulary

Vocabulary in writing involve the use of right words (selection words). The writer has to know the exact word to putting in the sentence. This is important to form a writing, but particularly in personal description are more effective than those mainly transmit information. The readers cannot understand the writing passage without having a lot of vocabulary.

d. The Characteristics of Good Writing

The Characteristics of Good Writing Writing instruction aims to produce quality writing. According to Adelstein and Pival, there

are certain characteristics of successful writing, including the following:[26]

1) Good writing demonstrates the writer's competence to arrange the information into a logical whole, moving logically from the main concept to the supporting ideas and then to the conclusion, giving the reader a sense of a well-thought-out strategy. Moreover Haris (2001) explained that good writing must express the key concept for a reader to understand the writer's intention. the writing's content and the notion it expresses.

2) A writer's ability to employ structure, language, and examples to achieve just one potential interpretation, the one they intended, is a sign of good writing.

3) Effective writing demonstrates the writers' capacity for first-draft evaluation and subsequent revision. The key to effective writing is revision.

2. **Storybird**

   a. **Definition of Storybird**

      One of the digital storytelling websites, Storybird, offers a wide selection of free artwork. It was created by Mark Ury and launched in 2009. Menezes defines Storybird is a free web tool which provides

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[26] Adelstein, M.E. & J.G Pival, *The Writing Commitment*. (New York, 1980), p. 79. Retrieved on September 10, 2022 from http://edutechwiki.unige.ch/en/writing

possibilities for collaborative storytelling. [27] Storybird is generally referred to as a community for visual storytelling. It is a community for writers, artists, and readers of all ages worldwide.

The purpose of storybird is to enable anyone to create stunning, artistically inspired stories in a short period of time. This website was initially made to inspire children, and then attracted millions of writers, readers, and artists to utilize it as a platform. More than five million stories have been written by families, friends, teachers, students, and professionals. thus makes Storybird as a one of the largest storytelling communities in the world. [28]

Gakhar and Thompson claimed that Storybird is a digital storytelling technology in which engage and motivate students to develop skills for creating creative wiritng, designing, collaborating, communicating, and reflecting. [29]

It enables users to pool and share literary and creative skills globally. In relevant with Giacomini's statement which stated that Storybird is a website 2.0 tools where the users can share artwork and write the text to create digital books that can be shared to others. Users could create their stories without drawing pictures according to the site's variety and great picture.

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[27] Helena Menezes, *Using Digital Storytelling to Improve Literacy Skills.* IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2012). p. 299.

[28] Rini Anita. Using Storybird For Teaching Narrative Text. IAIN Batu Sangkar. 2016.

[29] S Gakhar and A Thompson, *Digital Storytelling: Engaging, Comunicating, and Colaborating Society for Information Technology & LectureEducation International Conference.* (AACE. 2007). p. 608.

Storybird has three types of account such as regular user (any users), school/edu user \s(students and educator), and professional user (artist and writer). Additionally, there are various theme categories available for users to choose from. Random images that are easily draggable and taken out are supplied for each theme. Storybird has two options in making a story. It is Picture Book and Long Form Story Book. Picture book could functioned as storyboard where writer can choose many pictures that appropriate with the story. Besides, long form storybook also has the same function. But, the story is not in from of picture book. Anyone can access Storybird, even with a fictitious ID. It can be used to share personal stories with others or to write a story together. Each story, referred to as a "Storybird," is displayed as a digital booklet with individual pages. On his own account, the author can design a cover and post his writings. The stories can be read and discussed by others after they have been shared. Zakaria et. Al said that all users in Storybird platform can read the story because the story is shared.[30]

Based on the definitions above, reasercher conclude that Storybird is an extremely useful tool for adults and children, including students. In storybirds available various creative works are offered by Storybird that can be turned into thousands of stories. After selecting the artwork, students can drag and drop images to develop

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[30] Zakaria, S. M.,Yunus, M. M., Nazri, N. M., & Shah, P. M. (2016). *Students Experience of Using Storybird in Writing ESL Narrative Text*. 2016. Creative Education, 7, 2107-2120. http://dx.doi.org/10.4236/ce.2016.715210

their story by creating a story. They can also update, modify, edit, and fix their work. People can work together on a story using Storybird by adding to it in turns until it is finished.

b. **The benefits of Using Storybird**

Konert et al. claimed a significant benefit of Storybird. It is the enormous set photos offered. The tales can easily include the photos. As a result, the story could be enhanced by or inspired by art. Utilizing a tool effectively to self-explanatory and appropriate for students of all ages. Additionally, Storybird allows for sharing not just to classmates, but also to individuals around the nation and over the world.[31]

As was already said, this website mainly serves benefits for students. Using Storybird appear to be attracted for students since they can collaborate with other users after finishing their narrative. Reading other novels by writers they want to emulate can help students occasionally write better.[32]

Students and instructors gain from utilizing Storybird to teach writing. The ability to improve students cooperative learning skills is the first advantage. According to Hull, who supports this claim, while using Storybird, students choose a theme, do research, write a screenplay, and build the tale together.

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[31] Konert, Elisabeth, et al. *Learning and Teaching English With New Media: Collaborating online.* 2011. p. 24.

[32] Zakaria, S. M.,Yunus, M. M., Nazri, N. M., & Shah, P. M. (2016). *Students Experience of Using Storybird in Writing ESL Narrative Text*. 2016. Creative Education, 7, 2107-2120. http://dx.doi.org/10.4236/ce.2016.715210

According to Sadik, the second advantage of assigning students to write personal stories is the raised motivation of the students. As previously indicated, the Storybird platform offers a variety of images, allowing students to create their own stories utilizing various images. The third advantage is that children may use technology to practice writing. Students get more comfortable and proficient in using this medium of learning as a result.

Furthermore Menezes claimed Storybird supports shy and hesitant students in developing their creativity and self confidents because the work of writing, reading, and publishing stories is done by themselves.[33]

c. **The Weakness of Storybird**

Unfortunately, Konert point out that Storybird has some drawbacks. First, It is not a tool for writing in real time. To see what his partner wrote, the coworker must reload the website. He can either wait till his colleague is done and has saved the most recent draft. then the second user receives an request to continue writing that reads, "Now it's your turn!. Second, despite the beauty of the artwork, is very constrained. There isn't a lot of illustration material available for the students to draw from. It is difficult to finding art that almost matches their story might be challenging. With such

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[33] Helena Menezes, *Using Digital Storytelling to Improve Literacy Skills.* IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2012). p. 299.

restrictions on art, students could become discouraged. Last but not least, the author and reader must pay for printed digital.[34]

3. Narrative Text

a. Definition of Narrative Text

Narrative Text is one of genre which tell about story. Celce and Murcia claim that narrative is based on a person or hero and is focused on the chronological progression of events. As a result, a narrative typically informs about the events relating to the person or people involved and is personalized or individualized. [35]

Narrative writing is as one of the most essential writing skill that English language major students have to command. Additionally, students majoring in English language must be proficient in narrative writing, which is one of the most important writing skills. Additionally, it is among the most effective channels for interpersonal communication. Students would gain a variety of useful skills by crafting narratives

advantages of writing narratively. It first aids pupils in the development of creative thinking and participles in their overall literacy understanding. Second, according to psychologist Jerome Bruner, it is crucial for education, culture, and our daily life (2007).

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[34] Konert, Elisabeth, et al. *Learning and Teaching English With New Media: Collaborating online.* 2011. p. 26.
[35] M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching,* (New York: Cambridge University Press, 2000), p. 151

Mark Anderson and Kathy Anderson stated that Narrative are usually told by a story teller. A good story needs interesting information in order to be engaging. Therefore, it should be detailed and clear arranged in some other effective way. [36] The researcher concluded from the definition above that a narrative text is a story that informs us about something interesting and aids to amuse a reader.

b. **Social Function of Narrative Text**

Main Funtion of narrative writing is to entertain readers and keep them interested. It also deals with actual or vicarious experience in different ways, and with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution. There are various kinds of story, whether fictional, factual, or a mix of both. They could contain short stories, fairy tales, mysteries, science fiction, romances, horror tales, action tales, fables, mythologies, or individual experiences.

Knapp and Watkins stated that narrative plays a social role as a tool for amusement and modifying social values and opinions.When reading a novel or short tale with narrative text, people frequently feel cheerful.It means the aim of narrative text is to entertain their mind.

The use of narrative text is a powerful tool for influencing people's minds as society's attitudes change. Children often assume that all the characters and events in a story are consistent with reality

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[36] Mark Anderson and Kathy Anderson, Text Type in English, (New York: Macilan, 1997), p. 2

when they read or are told a story by their parents. The use of narrative can be utilized to change how children view te reality.[37]

c. **Generic Structure of Narrative Text**

There are three generic structures of narrative text that is resolution, orientation and resolution. It can be represented graphically in the following below:

Climax

Rising Action   Falling   Action

Orientation   Resolution
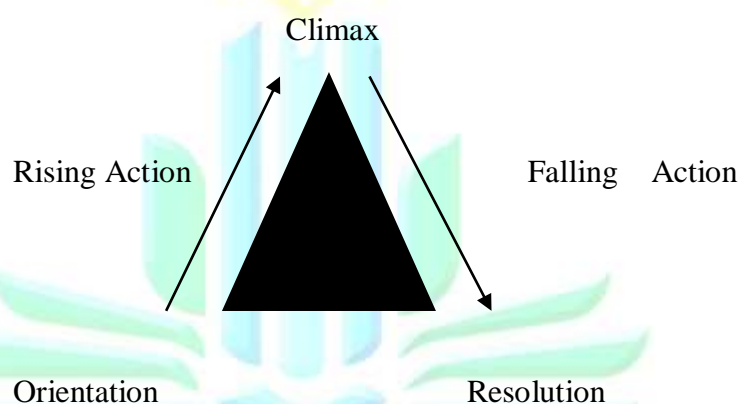
Figure 2.2
Generic Structure of Narrative Text

Freight triangle is the image shown above. The Orientation which introduced the characters and situation. Rising Action is a string of complications, and resolution are its main components. Falling Action, the key time prior to the climax, the climax, the critical moment itself, and Resolution is the result or outcome.

It is made very obvious that a narrative has certain components that go into telling a story. A narrative text explains the significance of

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[37] Peter Knapp and Megan Watkins, Genre, Text, Grammar: Technologies for Teaching and Assessing Writing, University of New South Wales Press Ltd, 2005, p. 220-221

events in this way. Since a narrative text tells a tale, it is organized chronologically.

d. Language Features of Narrative Text

Generally there are some characteristics of Narrative Text. This feature makes Narrative different from other text. According to Gerot and Wignell proposed six language features of Narrative Text, they are:

1) Focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu).

2) Using relational processes and mental processes (E.g.: Tigress was Unhappy, everything was so weird).

3) Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time).

4) Using past tense (E.g.: lived, stayed, and was).

5) Using verbal processes (E.g.: said, told and promise).

6) Using material processes (E.g.: The bomb exploded)

Based on the some statements, it can be seen that there are no major variations between specialists. Essentially the purpose of narrative text is to tell a story based personal experiences by utilize chronology chronological of sequence events. It shows an incident which ended with a revelation, knowledge, or lessons. The story could be humorous or even serious depends on the author's purpose in mind. And it aims to entertain or amuse the reader.

C. **Research Hypothesis**

Ha: There is a effect in students ability in writing narrative text taught by

using *Storybird* platform and those who are not.

H0: there is not a effect in students ability in writing narrative text taught by

using *Storybird* platform and those who are not.
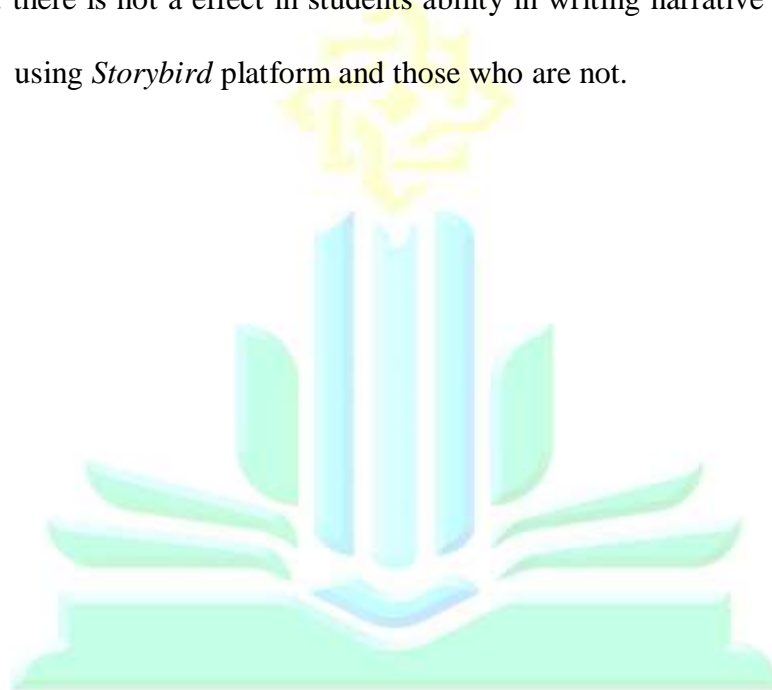
CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher employed a quantitative research technique and a quasi experimental research design. This research method was utilized based on the purpose of the study which to determine the effectiveness of storybird in student's writing skills. It is supported by Cresswell and J. David which revealed that Experimental research seeks to determine whether a particular treatment affects outcomes.[38]

Cresswell defined quantitative research as a method for evaluating objective ideas by investigating the connection between variables.[39] These variables can be measured typically on an instrument so numbered data can be evaluated using statictical procedures. In addition, Ary, Cheeser, and Razavieh noted that experimental research entails examining the influence of systematic modification of one or more variables on another variable.[40]

Quasi experimental study by the nonrandomized control group was applied in this study. The non randomized control group, Pre-test and post-test design is generally used quasi experimental design in educational research. [41] The design involves three steps: (1) applying the experimental treatment X to

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[38] Cresswell, J. David, *Research design : qualitative, quantitative, and mixed methods approaches 5th Edition,* (Los Angeles: Sage, 2018), 50.

[39] Ibid. 41.

[40] Ary, Cheeser, and Razavieh, Introduction to Research in Education 8th Edition, wardswoth Cengage Learning, (Canada: Nelson Education Ltd Excotic Classes, 2010)

[41] Alison Mackey and susan M. Gass, "Second Language Research Methodolgy and Design", London 2005 p. 146

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the subjects; (2) measuring the students writing ability after following the treatment. Moreover, the design could be drawn in the following scheme below:

Table 3.1
Scheme of Quasi Experimental Design
Nonrandomized Control Group Test design.

Subject	Treatment	Test
E	X	Y1
C	-	Y2

Notes :

E : Experimental group

C : Control group

X: Treatment Using Storybird in writing narrative text

Y1: Experimental Group's Test

Y2 : Control Group's Test

B. Research Setting

This research conducted at SMPN 2 Balung for ninth-grade. It was located on SMPN 2 Balung Street, Balung Kidul, Balung, Jember. The researcher chose SMPN 2 Balung to conduct this study because the learning process at this school still used convential method in learning. Some conventional methods that are still widely used by teachers in schools are the question and answer method, discussions, lectures, and assignments. Based on The RPP, Lesson Plans of nitht-grade at SMP N 2 Balung there are 10 of 30 lessons plans that focused on writing. It was shown that teaching writing did not provide maximally by the teacher. According to the interview of English teacher it was caused by students difficulties on writing. Such as lack of

covabulary and grammar.[42] In addition, facilities at SMP N 2 Balung support the use of Storybird in teaching learning process. Every class has an LCD projector and Wi-Fi so that students can access the internet for educational purposes. Moreover, the teacher agrees to conduct this study with the aim to find out Storybird is an effective way to enhance student's writing skill in narrative text.

C. Research Population and Sample

1. Population

Population is a group of individuals who have the same characteristic[43]. The population of the research was all the student of eight grade in SMPN 2 Balung.

2. Sample

Sample is a subgroup of the target population of the target population that research plan to study for generalization about the target population[44]. The sample of this research was students at 9C Class and 9G class in SMPN 2 Balung. The researcher used two class, 9C class as experimental group and G class as Control Group.

D. Data Collection Method

In collecting data the researcher used the following procedures, those are:

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[42] Puji Pangastuti, interviewed by Researcher, Jember 16 November 2022.
[43] John W. Creswell, *Education Research*, (University of Nebraska-Lincoln 4th- ed, 2008) p.142
[44] *Ibid.*

1. **Writing Test**

The test used in this research is a writing test. Test would be given to students after treatments.

Students in the experimental and control classes are required to get treatment before the test. Treatment referred to using the media that the researcher selected for the study. In the control class, this would be used the conventional or usual technique. The conventional method used a textbook that was given by the school and pictures, while in the experimental class, it would be utilizing Storybird in teaching narrative text. Students who employed this material would be more driven to learn English. To make learning activities easier, the researcher would be devided the students into four group.

The test was presented in the form of continuous pictures that tell a story. Students are instructed to use pictures as inspiration to create a narrative text. Students were asked to write sentences on each of the available pictures so that it becomes a simple narrative story in accordance with the language features and structure of the narrative text. The sudents of both classes, control and experimental class given the same test. The goal was to find out whether the experiment affected the participants or not. A test would measure students writing ability in narrative text.

E. Technique of Analyzing Data

The data obtained through the test was analyzed by using scoring criteria and subsequently input the data into SPSS . The researcher utilized a analytical scale to provide scores to the students. It indicates that the scoring would be done part by part.

In this research, the researcher used the T-Test to analysis the data. T-test is a statictical procedure for testing hypotheses concerning the difference between two means [45]. T-test formula showed to the following formula:

$$t_o = \frac{M_1 - M_2}{SE_{m1} - SE_{m2}}$$

Where :

$M_1 - M_2$: The difference of two means.

$SE_{m1} - SE_{m2}$: The standard error of the difference between two means.

To know the hypotheses was accepted or rejected the writer used the criterion as follows:

1. ➤T-test (the value) > t-table , it means that Ha was accepted and Ho was rejected.

2. ➤T-test (the value) < t-table, it means that Ha was rejected and Ho was accepted.

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[45] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *"Introduction to Research in Education 8th Edition"*:(Canada: Nelson Education, Ltd., 2010), p.224

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter was dealing with the description of data, analysis of the data, hypothesis testing, and discussion.

A. Overview of Research Object

SMPN 2 Balung was founded in 1985 until now. SMPN 2 Balung is an A-accredited school located at SMPN 2 Balung No. 9th Street, Balung Kidul, Balung, Jember, East Java. It was headed by Syaifuddin Zuhri, M.Pd as the Headmaster since February 18, 2022 until now.

Currently SMPN 2 Balung has 881 students. It is divided into 485 male students and 396 female students. The curriculum used as a learning guide is the 2013 SMP curriculum.

The facilities and infrastructure owned by SMPN 2 Balung consist of:

1. Classrooms: 17
2. Laboratory Room: 3
3. Library:1

SMPN 2 Balung is a school that carries the Adiwiyata theme. In addition, SMPN 2 Balung has the following vision and mission:

1. Vision

   Printing a noble generation (independent, faithful, and has a good moral)

2. Mission

    a. Educating a generation with high academic achievement, skills and morals.

    b. Developing quality education and learning processes in Islamic nuances.

    c. Increase teacher professionalism in learning and educational insight.

3. Destination

    a. SMPN 2 Balung. Kab. Jember wants to devote itself to helping the government and contribute to the success of the 9-years basic education

    b. Fostering a generartion that is faithful, independent, creative and intelligent in filling development.

B. Research Finding

In this chapter, the researcher discussed the student's writing score of 9th grade at SMP Negeri 2 Balung. Two classes were subjects of the study. The first class was 9C as the experimental group and 9G as the control group.The researcher chose them based on what the English teacher had instructed. Both classes were consist of 33 students. The experimental group was given Storybird in teaching narrative text, while the control group was given conventional method in teaching narrative text.

This research was done on February 8th, 2023, at SMP Negeri Balung in Academic Year 2022/2023. This research conducted in three meeting for treatments and one meeting for test. The first treatment was conducted on

January 18th 2023. It was conducted in two classes. In the first minute, the researcher brief explanation to the student about the storybird and the material they would receive. In the first meeting the researcher gave treatment in the form of an explanation of the definition, function and structure of the narrative text. at the end of class students are given examples of narrative texts that are in storybird and in textbooks to identify the structure of narrative texts as they have been taught.

In the second treatment, students were given an explanation of the language elements in narrative text. Then the researcher gave an example of narrative text to identify the language elements. Not only that students learned how to use the simple past tense in narrative texts. In the last treatment, students reviewed the material from the previous treatment to strengthen their understanding of the material. In the control group, they were given the opportunity to see examples of narrative text, the students were given a picture of "The Bee" and practiced composing narrative text together with the group. While in the experimental group, the researcher gave a guide for operating Storybird, recognized its features, and practiced compiling narrative text in Storybird.

The researcher conducted a test to the experimental and control groups after the treatments were completed. The test, which was given to both groups conducted on february 8th, 2023, it consisted of instruction to write a narrative text based on continuing image and an objective scoring rubric was employed.

To know whether the students score good or not, the researcher used the criteria of score as follows:

Table 4. 1
The Criteria of Scores

NO.	CRITERIA	RANGE OF SCORES
1.	Excellent	91 – 100
2.	Good	80 – 90
3.	Average	70 – 79
4.	Poor	60 – 69

1. Experimental class

This section presented the data of test in the experimental class that was taught using Storybird in teaching writing narrative text as learning media. The data was obtained from the writing narrative text. Based on the result of the test, the data revealed that the mean score of the test was 77.9. There were no student who get a score below the Minimum Mastery Criterion (70), and the other students were passed the Minimum Mastery Criterion (70). The highest achievement score gained by the student was 83, and the lowest achievement score gained by the student was 70. The data shown that the result of students' score which got score above Minimum Mastery Criterion were more than students which got score below Minimum Mastery Criterion.

Table 4.2

The Result of Experimental Group's Test Score

No.	Student's Name	Student's Score of writing test						Calculating for total score	Final Score
	Indicator	Con	Org	gram	Voc	Mec	Total (3c+2o+2g+1.5v+1.5m)	OS:MSx100	
1.	ABNM	4	4	3	3	2	33.5	33.5:40x10	83
2.	ADA	3	4	3	3	2	30.5	30:40x10	76
3.	ACET	3	2	3	3	3	28	28:40x10	70
4.	AWP	4	4	3	3	2	33.5	33.5:40x10	83
5.	ARS	4	4	3	3	2	33.5	33.5:40x10	83
6.	DEW	3	4	3	3	2	30.5	30:40x10	76
7.	DYM	3	4	3	2	2	29	29:40x10	72
8.	DEW	3	4	3	2	2	29	29:40x10	72
9.	DINR	4	4	3	2	2	32	32:40x10	80
10.	ESRII	3	4	3	3	2	30.5	30.5:40x10	76
11.	ECP	4	4	3	3	2	33.5	33.5:40x10	83
12.	FZ	3	2	3	3	3	28	28:40x10	70
13.	FDAP	3	2	3	3	3	28	28:40x10	70
14.	FDS	4	4	3	2	2	32	32:40x10	80
15.	ICZ	3	2	3	3	3	28	28:40x10	70
16.	INA	4	4	3	3	3	35	35:40x10	87
17.	J	4	4	3	2	2	32	32:40x10	80
18.	MNE	4	4	3	2	2	32	32:40x10	80
19.	MNH	4	4	3	2	2	32	32:40x10	80
20.	MDAP	4	4	3	2	2	32	32:40x10	80
21.	MRR	3	4	3	2	2	29	29:40x10	72
22.	NLH	3	4	3	3	2	30.5	30:40x10	76
23.	NNK	4	4	3	3	3	35	35:40x10	87
24.	NA	4	4	3	3	3	35	35:40x10	87
25.	NCS	3	2	3	3	3	28	28.5:40x10	70

26.	PZR	4	4	3	3	2	33.5	33.5:40x10	83
27.	RAWKP	4	4	3	3	2	33.5	33.5:40x10	83
28.	RAP	4	4	3	3	3	35	35:40x10	87
29.	STU	3	2	3	3	3	28	28:40x10	70
30.	TMQD	4	4	3	3	3	35	35:40x10	87
31.	YAC	3	4	3	3	2	30.5	30:40x10	76
32.	AIE	3	4	3	2	2	29	29:40x10	72
33.	RMK	3	4	3	2	2	29	29:40x10	72

2. Control Class

Based on the result of the test, the data revealed that mean score of the test was *67.5*. There were *15* students who get a score below the Minimum Mastery Criterion (70) and the others students were passed the Minimum Mastery Criterion (70). The highest achievement score gained by student was 75, and the lowest achievement score gained by student was 57.

Table 4.3

The Result of Control Group's Test Score (9G)

No.	Student's Name	Student's Score of writing test						Calculating for total score	Final Score
	Indicator	Con	Org	Gra	Voc	Mec	Total (3c+2o+2g+1.5v+1.5 m)	OS:MSx100	
1.	AGK	3	3	3	3	3	30	30:40x10	75
2.	AHY	3	3	3	3	3	30	30:40x10	75
3.	APA	2	4	3	2	2	26	26:40x10	65
4.	AIP	3	2	3	3	3	28	28:40x10	70

5.	AMI	3	3	3	3	3	30	30:40x10	75
6.	ABS	2	4	3	2	2	26	26:40x10	65
7.	BFN	3	2	2	2	2	23	23:40x10	57
8.	EDNF	3	3	2	3	2	26.5	26.5:40x10	66
9.	FRP	3	2	3	3	3	28	28:40x10	70
10.	GP	3	2	2	2	2	23	23:40x10	57
11.	JRS	3	2	3	3	3	28	28:40x10	70
12.	KDP	3	2	2	2	2	23	23:40x10	57
13.	KAS	3	2	2	2	2	23	23:40x10	57
14.	MRAR	2	4	4	2	3	29.5	29.5:40x10	73
15.	MEP	3	2	3	3	3	28	28:40x10	70
16.	MM	3	3	2	3	2	26.5	26.5:40x10	66
17.	MM	2	4	4	2	3	29.5	29.5:40x10	73
18.	MFRA	3	2	2	2	2	23	23:40x10	57
19.	MFDA	2	4	4	2	3	29.5	29.5:40x10	73
20.	MF	2	4	4	2	3	29.5	29.5:40x10	73
21.	MIYS	2	4	3	2	2	26	26:40x10	65
22.	NZM	2	4	3	2	2	26	26:40x10	65
23.	NAH	2	4	3	2	2	26.5	26.5:40x10	66
24.	RJM	3	3	2	3	2	26.5	26.5:40x10	70
25.	RK	3	3	2	3	2	26.5	26.5:40x10	75
26.	SNR	3	3	3	3	2	28.5	28.5:40x10	66
27.	SWAA	3	3	2	3	2	26.5	26.5:40x10	66
28.	VHL	3	2	2	2	2	23	23:40x10	57
29.	WS	4	3	3	3	3	33	33:40x10	75
30.	YSDS	3	4	3	3	4	30.5	30.5:40x10	73
31.	AP	4	3	3	3	3	33	33:40x10	75
32.	AASB	4	3	3	3	3	33	33:40x10	75
33.	ZR	3	2	2	2	2	23	23:40x10	57

The experimental class and the control class served as the sources of the data for this section. Data analysis was carried out to determine how the two classes employed in this study compared to one another. While the control class received conventional instruction, the experimental class used Storybird to teach writing narrative material. The comparison of the value was seen from the data gathered through the test.

a. **Descrptive Data**

The researcher utilized SPSS version 22 to calculate the mean (M) and standard deviation (SD) in order to categorize the students' writing scores. The mean is the average score of the students' scores and dividing them by the number of the students. Furthermore, the standard deviation is measurement of how the scores are distributed. The researcher separated the categorisation into two important sections for this section. They suitable within the experimental group test and control test categories.

Table 4. 4
The Display Data Description Output

Class		N	Mean	Std. Deviation	Std. Error Mean	max. Score	min. Score
The Result of Writting Test	C class	33	77,9697	6,02850	1,04943	83	70
	G class	33	67,5152	6,19032	1,07760	75	57

Notes:
C class: Experimental Class
G class: Control Class

The data presented above is descriptive statistical analysis result data that includes: minimum score, the maximum score, mean

score, and standard deviation. By looking at the data above, we can find out the mean score or the average score of test in the experimental class and the control class. The test of experimental class experienced significant differences from the test of control group results. This result can be interpreted that there is an influence or there is an effect of using Storybird in writing Narrative text at ninth-grade of SMP Negeri 2 Balung in academic year 2022/2023.

1) Independent Samples T-Test

To determine whether there were significant average differences between the two sample groups, an independent sample t-test was utilized. By comparing test results of the experimental class and the control class, an independent sample t-test was carried out. The outcome is displayed in table 4.5 below:

Table 4.5
The Output Data of Independent Sample T-test

Independent Samples Test									
		Equality of Variances		t-test for Equality of Means					
								Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The Result of Writting Test	Equal variances assumed	0,050	0,824	6,950	64	0,000	10,45455	1,50416	7,44963	13,45946
	Equal variances not assumed			6,950	63,955	0,000	10,45455	1,50416	7,44959	13,45950

Decision making for independent sample t-test can be done by comparing the results in the Sig column (2-tailed) with Alpha research. The basis making decision on the Independent Sample T-Test is as follows:

a) If the value is Sig. (2-tailed) < Research Alpha (0.05), then H0 is rejected and Ha is accepted.

b) If the value is Sig. (2-tailed) > Alpha Research (0.05), then H0 is accepted and Ha is rejected.

Based on the data above, the significance sig. (2 tailed) is 0.000 < 0.05. It means that Ha is accepted which an interpretation that there is any effect in students ability in writing narrative text taught by using Storybird platform and those who are not. There is a positive effect of using Storybird in teaching narrative text. As well as, there is a different on the average of data test in the experimental class and control class.

C. Discussion

This section presented the discussion of the research findings which were related to the theories. This study aims to determine is there any effect of using Storybird in writing narrative text at ninth-grade of SMP Negeri 2 Balung in academic year 2022/2023. The researcher used Writing test to collect the data. The writing test was conducted in the experimental class and the control class of the 9th grade students.

The mean score of the classes differed from the results of the hypothesis testing in Chapter IV. It was 77.9 for the experimental group and 67.5 for the control group. The outcome of the test was 0.000. It is shown that sig. value < 0.05. Therefore, it can be stated that students who are taught utilizing the Storybird platform and those who are not have significantly

different test scores. It means Storybird platform is an effective media to be applied in teaching narrative text. Students' writing abilities for creating narrative texts were successfully enhanced by the use of the Storybird platform in this study.

The use of *Storybird platform* in teaching writing ability was effective. It can help students more engaged and motivated in learning writing English. Storybird help students to develop their writing's idea. It was supported by Gakhar and Thompson who claimed that Storybird is a digital storytelling technology in which engage and motivate students to develop skills for creating creative wiritng, designing, collaborating, communicating, and reflecting.[46]

Due to the fact that a lot of pictures are available in storybird, it can assist students demonstrate their ideas in writing narrative text. Students are interested and inspired to write on the picture that the Storybird platform offers. It is supported by Thonghatta stated that Storybird is a storytelling website, is an activity that would help students improve writing ability and reading ability and boost creativity and imagination through a beautiful picture.[47]

Students can freely gathered their idea and easier to developing the narrative text inspired by the pictured. The picture help student to think more

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[46] S Gakhar and A Thompson, *Digital Storytelling: Engaging, Comunicating, and Colaborating Society for Information Technology & LectureEducation International Conference.* (AACE. 2007). p. 608.

[47] Thonghattha and Monthich, *Effect of Using Storybird to Enhance Creative English Writing Ability of Mathayomsuksa III Student*. 2016.
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creative in writing. It is supported by Zakaria stated that implementing Storybird also encourages students to enhance their critical thinking and creativity through reading and writing.[48]

Based on the explanation above, the research The Effect Of Using Storybird in Writing Narratif Text at Ninth-Grade of SMP Negeri 2 Balung can be applied and developed as a learning media that was able to give an effect on students's writing ability.

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[48] Zakaria, Yunus, Nazri, and Shah, *Student's Experience of Using Storybird in Writing ESL Narrative text.* Creative Education. No. 7. P.2107-2120. http://dx.doi.org/10.4236/ce.2016.715210

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion of the research and suggestion. The conclusions are presented based on the result of the data analysis of the research. And suggestions are given to the students, to the English teacher, and to the future researchers.

A. Conclusion

The conclusion in this research entitle *The Effect Of Using Storybird in Writing Narrative Text at ninth-Grade of SMP Negeri 2 Balung* is an effective media to enhance students' writing skill in developing narrative text. The researcher had proven the research's data from students' writing scores by processing it through SPSS 22 version. And the result showed that there is a effect in students' score who were taught by using *Storybird platform* and those who were not.

The analysis of the data in SPSS 22 revealed different mean ranks for the experimental and control groups throughout the test of both groups. 77.9 were the result mean for the experimental group, whereas 67.5 were for the control group. The sig. value was 0.000, which indicates that it is less than 0.05. Then alternative hypothesis is accepted and null hypothesis is rejected. Thus, it can be concluded that the Storybird platform is effective to be used to enhance students' abilities to write narrative texts.

B. Suggestion

The research's findings revealed a significant difference scores of the writing ability of students who taught by using Storybird platform compared to those who were not. Therefore, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader. The following suggestions are presented to English teachers, students, and future researchers:

1. English Teacher

A teacher should utilize a media to attract students' interest in order to create ideal circumstances for the teaching and learning process. Every student has particular characteristics. The Storybird platform is recommended for English teachers to use while teaching writing, particularly when teaching narrative text. The results of the study revealed that using the Storybird platform can encourage students to freely express their idea through picture that are provided by Storybird. The Picture help students to illustrate their thoughts when writing narrative text.

2. Students

Students are suggested to utilize the Storybird platform to create narrative texts. They can use this as a tool for practicing their storytelling or paragraph-writing skills. Additionally, students in their acount can read other people's stories on Storybird and increase their vocabulary.

3. For future researcher:

      Future researchers who are interested in a related subject are urged to use this study as a source of information because it allows the future researcher to get some information that is related to the effect of using Storybird when writing narrative text. Therefore, future researchers can carry out a study to demonstrate whether or not the Stroybird platform is even more beneficial.

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Appendix 1

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Niatul Khasanah

NIM   : T20186087

Program   : Tadris Bahasa Inggris

Department   : Faculty of Tarbiyah and Teacher Training

University   : UIN KH. ACHMAD SHIDDIQ JEMBER

States that thesis entitled "The Effect of Using Storybird in Writing Narrative Text at Ninth-Grade of SMP Negeri 2 Balung" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and biography. Do to the fact; I am the only person responsible for the thesis if there is any objection and claim for the other.

Jember, June 16th 2023
Researcher

Niatul Khasanah
NIM.T20186087

Appendix 2

MATRIX OF THE RESEARCH

Tittle	Variabel	Indicators	Data Resources	Research Method	Problem
The Effect Of Using Storybird In Writing Narrative Text	**Variabel A** Storybird	1. The teacher explained the material about narrative text. 2. The teacher stimulated students by showing website storybird. 3. The teacher explained how use storybird. 4. The teacher gave the example of writing narrative text by using storybird 5. The students have to create a narrative text. 6. Both students and teacher concluded the material.	1. Students Writing test score 2. Observation	Quasi-Experimental **Instruments:** - Pre and Post quesionare - Pre and Post Test **Data collection:** Quesionare and Test (Pre and Post) **Data Analysis Method:** T-Test	Is there any significant effect of using Storybird In Writing Narrative Text ?
	Variabel B Writing Narrative text	1. Content 2. Organization 3. Grammar 4. Vocabulary 5. Mechanism.			

Appendix 3

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 BALUNG
Jalan SMPN 2 Nomor 9 Balung ☎ (0336) 621750 Jember Jawa Timur 68161

SURAT KETERANGAN SELESAI PENELITIAN
Nomor 423/097/310.20.20523854/2023

Yang bertanda tangan di bawah ini :

Nama	:	SYAIFUDDIN ZUHRI, M.Pd.
NIP	:	19681231 199903 1 028
Pangkat, golongan	:	Pembina Tingkat I, IV/b
Jabatan	:	Kepala Sekolah
Alamat	:	Jl. SMPN 2 Nomor 9 Balung Jember

menerangkan bahwa :

Nama	:	NIATUL KHASANAH
NIM	:	T20188067
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Universitas	:	Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melakukan penelitian di lembaga kami, dalam rangka penyusunan skripsi yang berjudul :

"The effect of Using Storybird In Writing Narrative Text At Ninth-Grade of SMP Negeri 2 Balung"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 8 Februari 2023
Kepala Sekolah

SYAIFUDDIN ZUHRI, M.Pd.
NIP. 19681231 199903 1 028

Appendix 4

Research Permitting Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-0231/In.20/3.a/PP.009/01/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP N 2 BALUNG
Jalan SMP N 2 Balung, Balung kidul, Balung, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186087
Nama   : NIATUL KHASANAH
Semester   : Semester sepuluh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect Of Using Storybird in Writing Narrative Text At Ninth-Grade Of SMP N 2 Balung" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Syaifuddin zuhri, M. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 17 Januari 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 5

Research Accomplishment Letter

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 BALUNG
Jalan SMPN 2 Nomor 9 Balung ☎ (0336) 621750 Jember Jawa Timur 68161

SURAT KETERANGAN SELESAI PENELITIAN
Nomor 423/097/310.20.20523854/2023

Yang bertanda tangan di bawah ini :

Nama	:	**SYAIFUDDIN ZUHRI, M.Pd.**
NIP	:	19681231 199903 1 028
Pangkat, golongan	:	Pembina Tingkat I, IV/b
Jabatan	:	Kepala Sekolah
Alamat	:	Jl. SMPN 2 Nomor 9 Balung Jember

menerangkan bahwa :

Nama	:	**NIATUL KHASANAH**
NIM	:	T20188067
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Universitas	:	Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melakukan penelitian di lembaga kami, dalam rangka penyusunan skripsi yang berjudul :

"The effect of Using Storybird In Writing Narrative Text At Ninth-Grade of SMP Negeri 2 Balung"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 8 Februari 2023
Kepala Sekolah

SYAIFUDDIN ZUHRI, M.Pd.
NIP. 19681231 199903 1 028

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 Balung	Kelas/ Semester	: IX C / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit (2 JP @40 Menit)

Materi Pokok	: **Teks Naratif**

A. TUJUAN PEMBELAJARAN
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun diskusi kelompok.
2. Memahami struktur dan fungsi teks naratif berbentuk fabel.
3. Menentukan tokoh utama dan tokoh dalam teks naratif berbentuk fabel beserta pesan moral yang terkait.
4. Menyusun teks naratif sangat pendek dan sederhana berbentuk fabel dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Media Pembelajaran & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop, LCD.
❖ Sumber Belajar	:	Buku Pengayaan Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1
Pendahuluan (15 menit)

1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
4.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Teks Naratif**
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (50 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskan kembali terkait definisi, fungsi, dan struktur teks naratif. Kemudian Peserta didik diberi contoh-contoh ***Teks Naratif*** yang terdapat pada buku Pengayaan Bahasa Inggris Kelas IX halaman 4 dan ***di storybird***.
	CRITICAL THINKING (BERPIKIR KRITIK)
	• Guru memberikan kesempatan kepada siswa untuk berfikir kritik tentang sebuah pertanyaan yang diberikan berkaitan dengan teks naratif. Exmples: "who is the main characther of the text?" "Which pharagraf is the orientation?" etc.
	COLLABORATION (KERJASAMA)
	• Peserta didik dibagi menjadi 6 kelompok untuk mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai ***Teks Naratif.*** Setiap grup berisi 5-6 siswa.
	COMMUNICATION (BERKOMUNIKASI)

Pertemuan Ke-1
Pendahuluan (15 menit)
• Peserta didik saling berdiskusi mengenai materi, dan informasi pada *Teks Naratif.* Kemudian peserta didik mengidentifikasi struktur teks pada contoh-contoh teks naratif yang telah diberikan.
CREATIVITY (KREATIVITAS)
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Naratif.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN
- **Penilaian Pengetahuan**; berupa tes tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan**; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

D. LAMPIRAN
- **Materi**
- **Assesment**

Jember, 18 Januari 2023
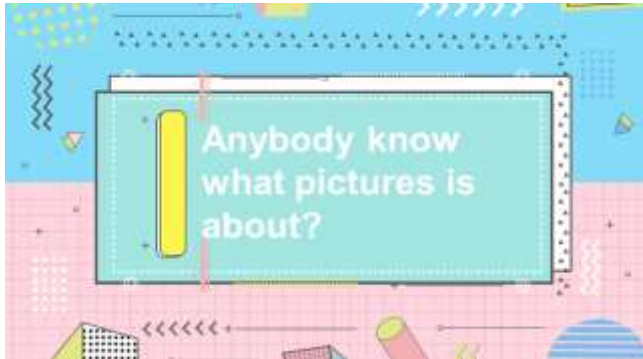**Approached by**

English Teacher   Researcher

Puji Pangastuti, S.Pd.   **Niatul Khasanah**

Material In The First Meeting

Anybody know what pictures is about?

NARRATIVE TEXT

CONTENTS

DEFINITION

KIND OF NARRATIVE TEXT

GENERIC STRUCTURE

LANGUAGE FEATURES

Definition Of Narrative text

Teks naratif adalah suatu bentuk teks lisan atau tertulis yang menceritakan sebuah cerita dari satu karakter atau lebih yang mengahadapi situasi tertentu yang dibuat dengan tujuan untuk menghibur para pembaca.

Kinds of Narrative Text

Fairytales   Folktales

Legend   Fabel

Generic Structure of Narrative

1. **Orientation:** Introducing the participants and the time and the place

2. **Complication:** Describing the rising crises which the participants have to do with.

3. **Resolution:** Showing the way of participant to solve the crises, better or worse

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother,"you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.
Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.
Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 Balung	Kelas/ Semester	: IX C/ 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit (2 JP @40 Menit)

Materi Pokok	: **Teks Naratif**

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun diskusi kelompok.
2. Memahami struktur dan fungsi teks naratif berbentuk fabel.
3. Menentukan tokoh utama dan tokoh dalam teks naratif berbentuk fabel beserta pesan moral yang terkait.
4. Menyusun teks naratif sangat pendek dan sederhana berbentuk fabel dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Media Pembelajaran & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, handphone, laptop, LCD.
❖ Sumber Belajar	:	Buku Pengayaan Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2
Pendahuluan (15 menit)

1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
4.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Teks Naratif**
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (50 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan membaca terkait unsur kebahasaan teks naratif . Kemudian peserta didik diberi contoh-contoh *Teks Naratif* yang terdapat pada buku Pengayaan Bahasa Inggris Kelas IX halaman 4 dan *di storybird*.
	CRITICAL THINKING (BERPIKIR KRITIK)
	• Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Naratif.*
	COLLABORATION (KERJASAMA)
	• Peserta didik bersama dengan kelompok yang telah dibentuk pada pertemuan pertama mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai *Teks Naratif.*
	COMMUNICATION (BERKOMUNIKASI)
	• Peserta didik saling berdiskusi mengenai materi *Teks Naratif.* Peserta didik kemudian menganalisa unsur kebahasaan pada contoh-contoh *Teks Naratif* yang terdapat pada buku Pengayaan Bahasa Inggris Kelas IX halaman 4 dan *di storybird*.
	CREATIVITY (KREATIVITAS)
	• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Naratif.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (15 menit)

1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan

Pertemuan Ke-2
Pendahuluan (15 menit)

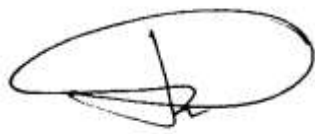pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN
- **Penilaian Pengetahuan**; berupa tes tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan**; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

D. LAMPIRAN
- **Materi**
- **Assesment**

Jember, 25 Januari 2023

Approached by
English Teacher

Researcher

Puji Pangastuti, S.Pd.

Niatul Khasanah

A. Material In The Second Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 Balung	Kelas/ Semester	: IX C/ 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit (2 JP @40 Menit)

Materi Pokok	: **Teks Naratif**

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun diskusi kelompok.
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4. Menyusun teks naratif sangat pendek dan sederhana berbentuk fabel dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Media Pembelajaran & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian, *Storybird*
❖ Alat/Bahan	:	Spidol, papan tulis, handphone, laptop, LCD.
❖ Sumber Belajar	:	Buku Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3
Pendahuluan (15 menit)

1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
4.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Teks Naratif**
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (50 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali mengenai cara mengoperasikan dan mempelajari fitur pada media *Storybird*.
	CRITICAL THINKING (BERPIKIR KRITIK)
	• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Naratif*
	COLLABORATION (KERJASAMA)
	• Peserta didik bersama dengan kelompok mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai *media Storybird.* Kemudian peserta didik diminta merangkai gambar dan menyusun teks naratif yang sederhana sesuai dengan struktur dan unsur kebahasaan pada *media storybird* secara berkelompok*.*
	COMMUNICATION (BERKOMUNIKASI)
	• Peserta didik saling berdiskusi mengenai media **Storybird.** Kemudian Guru dan peserta didik bersama-sama mengevaluasi teks naratif yang telah dibuat pada media **Storybird**.
	CREATIVITY (KREATIVITAS)
	• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Naratif.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (15 menit)

1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN
- **Penilaian Pengetahuan**; berupa tes tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan**; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

D. LAMPIRAN
- **Materi**
- **Assesment**

Jember, 1 Februari 2023

Approached by
English Teacher

Researcher

Puji Pangastuti, S.Pd.

Niatul Khasanah

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

HOW TO SIGN IN STORYBIRD

1. Click "studens" button.
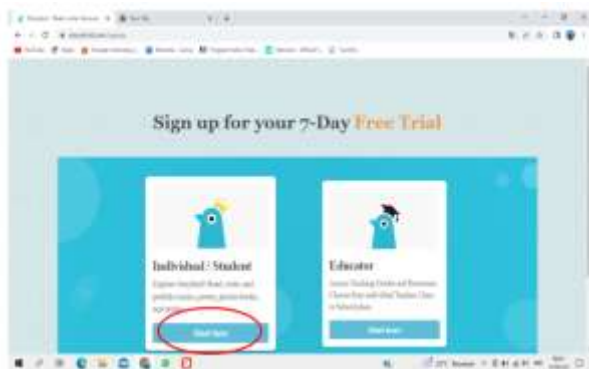
2. Fill your identity, then click next.

3. Fill year and month of birth. Click next!

4. Write your email.
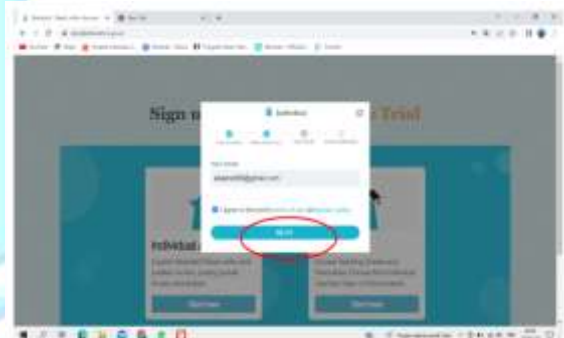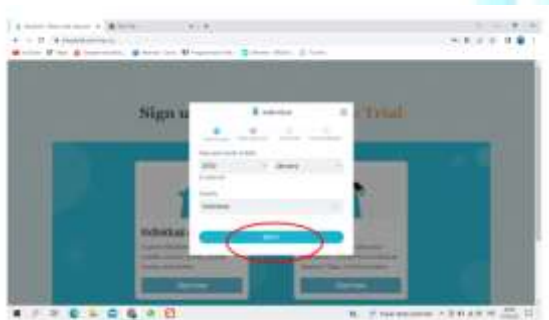
5.Check your email to confirm a confirmation email. Now you can sign in to Storybird.

The example of narrative text in Storybird

1.

The Little Dino

The Little
Dino

by nc211405

The Little Dino

This is Little Dino. He is a dino that loves to make friends with others.

2.

The Little Dino

One day, Little Dino saw Little Rabbit with cool sunglasses.

The Little Dino

Little Dino noticed Little Rabbit's sunglasses. He liked them.

3..

The Little Dino

During nap time, Little Rabbit took off his glasses.

The Little Dino

When he woke up, his glasses were gone.

4.

The Little Dino

Little Dino happened to know where the glasses went, but he didn't want Little Rabbit to get mad at him.

The Little Dino

Littler Dino caught Little Dino with the glasses.

5..

The Little Dino

Little Dino felt very sorry that he took the glasses.

The Little Dino

Instead of getting angry, Little Rabbit told Little Dino that he was cool without the glasses.

6.

The Little Dino

Little Dino thanked Little Rabbit. Little Dino realized that he was perfect without glasses.

The Little Dino

THE END

Task 1

Now, let's practice to create a simple narrative text with storybird!

1. choose the pictures and add the title.

2. Write the story based on the pictures bellow in accordance with social function and language feature of narrative text!

Picture 1.   Picture 2.

Picture 3.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 Balung	Kelas/ Semester	: IX G / 2 (Genap)
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Materi Pokok	: **Teks Naratif**

E. TUJUAN PEMBELAJARAN

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5. Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun diskusi kelompok.
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F. KEGIATAN PEMBELAJARAN

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Pendahuluan (15 menit)

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H. LAMPIRAN
- **Materi**
- **Assesment**

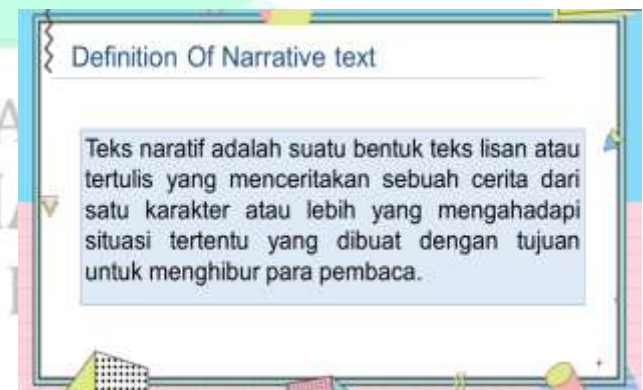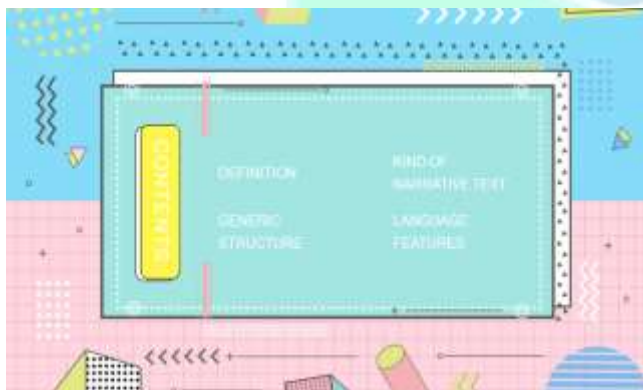**Jember, 18 Januari 2023**

Approached by
English Teacher   Researcher

Puji Pangastuti, S.Pd.   **Niatul Khasanah**

Material In The First Meeting

Definition Of Narrative text

Teks naratif adalah suatu bentuk teks lisan atau tertulis yang menceritakan sebuah cerita dari satu karakter atau lebih yang mengahadapi situasi tertentu yang dibuat dengan tujuan untuk menghibur para pembaca.

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CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother,"you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.
Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 Balung	Kelas/ Semester	: IX G/ 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit (2 JP @40 Menit)

Materi Pokok	: **Teks Naratif**

E. TUJUAN PEMBELAJARAN
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
5. Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun diskusi kelompok.
6. Memahami struktur dan fungsi teks naratif berbentuk fabel.
7. Menentukan tokoh utama dan tokoh dalam teks naratif berbentuk fabel beserta pesan moral yang terkait.
8. Menyusun teks naratif sangat pendek dan sederhana berbentuk fabel dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Media Pembelajaran & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, handphone, laptop, LCD.
❖ Sumber Belajar	:	Buku Pengayaan Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016

F. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2

Pendahuluan (15 menit)

1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
4.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Teks Naratif**
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (50 Menit)	**KEGIATAN LITERASI**
	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan membaca terkait unsur kebahasaan teks naratif . Kemudian peserta didik diberi contoh Teks Naratif "Timun Mas" yang terdapat pada buku Pengayaan Bahasa Inggris Kelas IX halaman 4.
	CRITICAL THINKING (BERPIKIR KRITIK)
	• Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Naratif.*
	COLLABORATION (KERJASAMA)
	• Peserta didik bersama dengan kelompok yang telah dibentuk pada pertemuan pertama mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai *Teks Naratif.*
	COMMUNICATION (BERKOMUNIKASI)
	• Peserta didik saling berdiskusi mengenai materi *Teks Naratif.* Peserta didik kemudian menganalisa unsur kebahasaan pada contoh Teks Naratif "Timun Mas" yang terdapat pada buku Pengayaan Bahasa Inggris Kelas IX halaman 4.
	CREATIVITY (KREATIVITAS)
	• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Naratif.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (15 menit)

1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Pertemuan Ke-2
Pendahuluan (15 menit)

2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

G. PENILAIAN HASIL PEMBELAJARAN
- **Penilaian Pengetahuan**; berupa tes tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan**; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

H. LAMPIRAN
- **Materi**
- **Assesment**

Jember, 25 Januari 2023

Approached by
English Teacher   Researcher

Puji Pangastuti, S.Pd.   **Niatul Khasanah**

Material In The Second Meeting

Language Features of Narrative

- Using Simple Past Tense
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc).

PAST SIMPLE TENSE

TO BE	VERBS
S + Was/were — They were friends.	S + V-ed — She worked yesterday.
S + was not/were not + ... — They weren't friends.	S + did not + verb (base form) — She didn't work yesterday.
Was/Were + S + ...? — They weren't friends.	Did + S + verb (in base form)? — Did she work yesterday?

ADVERB OF TIME

Ago	Yang lalu
A long time ago	Pada zaman dahulu
A years ago	Setahun yang lalu
A month ago	Sebulan yang lalu
once	Suatu hari
Once upon a time	Pada suatu hari
Since	Sejak
In the past	Pada zaman dahulu

TIME CONJUNCTION

When	Ketika
Then	Kemudian
Before	Sebelum
After	Setelah
Meanwhile	Sementara
In the end	Pada akhirnya
Later	kemudian
Suddenly	Tiba-tiba
Finally	Akhirnya

V1 V2 V3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 2 Balung	Kelas/ Semester	: IX G/ 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 80 Menit (2 JP @40 Menit)

Materi Pokok	: **Teks Naratif**

E. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
5. Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun diskusi kelompok.
6. Memahami struktur dan fungsi teks naratif berbentuk fabel.
7. Menentukan tokoh utama dan tokoh dalam teks naratif berbentuk fabel beserta pesan moral yang terkait.
8. Menyusun teks naratif sangat pendek dan sederhana berbentuk fabel dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Media Pembelajaran & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian, *Storybird*
❖ Alat/Bahan	:	Spidol, papan tulis, handphone, laptop, LCD.
❖ Sumber Belajar	:	Buku Pengayaan Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016

F. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
4.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Teks Naratif**
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (50 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk mendalami teks narratif dengan melihat, mengamati dan membaca contoh-contoh teks narratif.
	CRITICAL THINKING (BERPIKIR KRITIK)
	• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Naratif*
	COLLABORATION (KERJASAMA)
	• Peserta didik bersama dengan kelompok mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai *teks naratif.* Peserta didik disediakan gambar "THE BEE" kemudian bersama dengan kelompoknya peserta didik diminta menyusun teks naratif yang sederhana berdasarkan gambar yang telah disediakan.
	COMMUNICATION (BERKOMUNIKASI)
	• Guru dan peserta didik bersama-sama mengevaluasi teks naratif yang telah dibuat.
	CREATIVITY (KREATIVITAS)
	• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Naratif.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (15 menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

G. PENILAIAN HASIL PEMBELAJARAN
- **Penilaian Pengetahuan**; berupa tes tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan**; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

H. LAMPIRAN
- **Materi**
- **Assesment**

Jember, 1 Februari 2023

Approached by
English Teacher

Researcher

Puji Pangastuti, S.Pd.

Niatul Khasanah

Material In The Third Meeting

TASK 1

Read the text carefully! And answer the questions bellow with a correct answers!

Questions:

1. What is the purpose of the text?
2. What is the orientation of the text?
3. Who is the main character of the story?
4. Why Snow White ran away from the castle?
5. What is the resolution of the story?

SNOW WHITE

Once upon a time lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have anough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided to ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven drawfs were coming home from work. When they went to the cottage, they found Snow White sleeping. Then she woke up. "What's your name? asked the drawfs. "My name is Sow white" she said.

Snow white told them the whole story why she ran away. And the drawfs let her to live in their cottage. Finally Snow White and the seven dwarfs lived happily ever after.

Answers:

1. The purpose of the text is to entertain the readers.
2. There lived snow white in the castel with her uncle and aunty because her parents were dead.
3. The main character is Snow white.
4. Because she heard her uncle and aunty talking about leaving Snow white in the castle. They both wanted to go to America.
5. Snow white told the draws about her story and the draws let her to live in their cottage together.

TASK 2

Create a simple narrative text based on the picture bellow!

"Title"

_____
_____
_____
_____
_____
_____
_____
_____

Well done!

Appendix 7 WRITING TEST

Theme: Narrative Text

Names:

     _

     _

     _

     _

Look at the following pictures below!
1. Write a story based on the picture according to the language features of narrative text. do in a group!

Title

_____

1.

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3.

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4.

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5.

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7.

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~ Good Luck!

WRITING TEST

Theme   : Narrative text

Name   :
- Alifvia Dewi Agustin (2)
- Dea Eka Wahyuni (6)
- Echa Septia Ramadani I. I. (10)
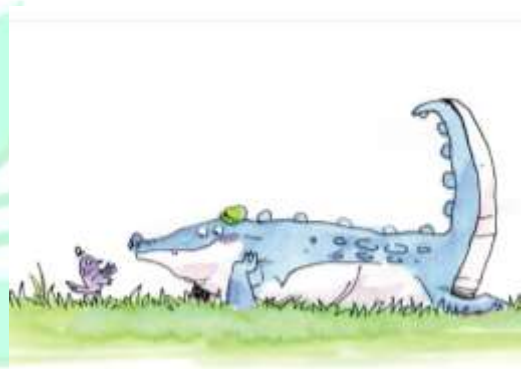- Nabila Lailatul Hasanah (22)
- Yurike Arista Chandra (31)

Look at the following pictures below!
1. Write a story based on the picture according to the language features of narrative text. do in a group!

1.

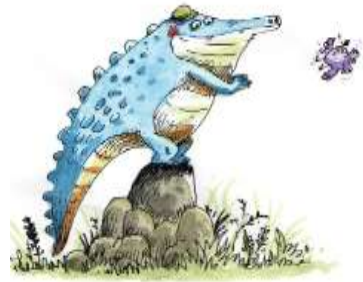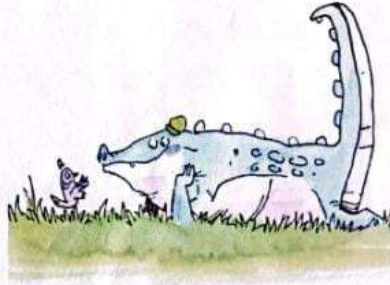once upon a time, in a river, there lived a kind crocodile.

2.

one day, when the crocodile was walking, He met a baby bird who was sad. "why are you sad?" asked the crocodile. Birds also tell the Problems they experience.

3.

After listening to stories from birds, suddenly the birds always follow wherever the crocodile goes so that makes the crocodile angry

4.

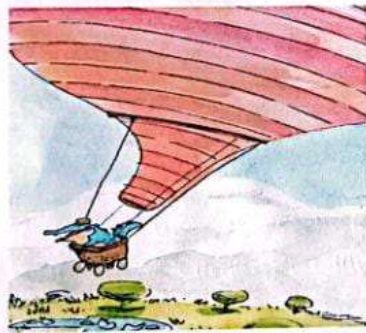to entertain the birds, the crocodile also invites the birds to play.

5.

6.

when it was too cool to play...
suddenly the crocodile fell so that
it surprised the bird. not long
after that they laughed together

after that they continued their
journey, and they found a hot air
balloon that had been damaged.

7.

8.

after repairing the hot air balloon,
they decide to ride it. when the
hot air balloon started flying, they
were very happy.

finally they decided to go off,
and continue the journey to
go home with a sense of happiness.

Tamat

WRITING TEST

Theme   : Narrative text

Name   : ___ Muhamad Nur Huda 19
               _ Dwi ikwan 9
               _ Firman Dwi styawan 14
               _ noval Ependi 18
               _ JuliANTO 17
               — MDAP 20

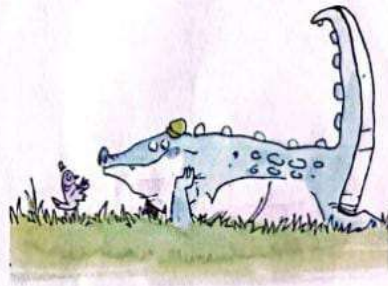## Look at the following pictures below!

1. Write a story based on the picture according to the language features of narrative text. do in a group!

1.

one day in a vilage there is ✗
a river and a very beautiful
view

2.

there is a crocodile and a bird
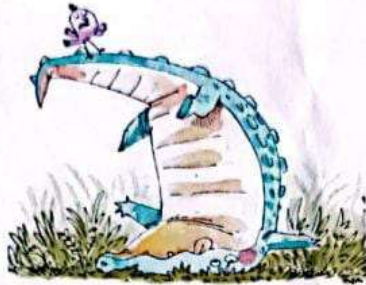who are friends with each
other

3.

Crocodiles and birds always
spend their time plaYing
in the river

4.

After he spent his time Playing in
the river and the crocodile went
ashore on a rocky side with the brid
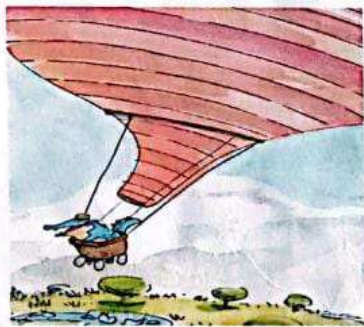
5.

then a bird leaned on the
Crocodile to comfort him

6.

Then the bird saw the hot
air ballon and he had a
huch to ride it

7.

8.

Appendix 8 Scoring Rubric

Table 3.2
The Scoring Rubric of Writing Test

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic - Details	4	The topic is complete and. The details are relating to the topic.	30x
	3	The topic is complete and clear.The details are almost relatimg to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - structure of narrative text	4	Orientation, complication, resolution, and reorientation are arranged properly and perfectly coherent.	20x
	3	Orientation, complication, resolution, and reorientation are arrange complete and generally coherent.	
	2	Orientation, complication, resolution, and reorientation are arrange complete but not coherent.	
	1	Orientation, complication, resolution, and reorientation are arrange incomplete and not coherent.	
Grammar (G) 20% -Use simple past tense - Time Order words	4	Simple past tense and time words uses perfectly and no errors.	20x
	3	Simple past tense and time words uses almost no errors.	
	2	Simple past tense and time words uses many errors.	
	1	Simple past tense and time words uses dominated by errors.	
Vocabulary (V) 15%	4	Effective choice of words and words form.	15x
	3	Few misuse of vocabularies, words form, but not change the meaning.	

	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words. Word form, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	15x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown: 2007)

$$Score = \frac{3c + 2O + 2G + 1.5V + 1.5M}{40} \times 100$$

Notes:

C: Content

O: Organization

V: Vocabulary

M: Mechanism

Appendix 9

<div align="center">

INTERVIEW GUIDLINES

</div>

With English Teacher

1. What impression did you get while teaching English?

2. How many years have you been teaching as an English teacher at SMPN 2 Balung?

3. So far, what obstacles did you face as an English Subject Teacher at SMPN 2 Balung?

4. How do you deal with these obstacles?

5. Do the obstacles that you feel have an impact on the student learning process?

6. There four skill of English that must be learned by students, reading, listening, speaking, and writing. In your opinion, which skill that most difficult to learned by student?

7. In your opinion, why that skill be the most difficult skilll to be learn by them?

8. How do you deal with that, to make them improve their skill?

9. What do you think about teaching writing at SMPN 2 Balung?

10. What the difficulties do students face in the process of learning writing?

11. How to overcome students's difficulties in learning writing?

12. What media that you used to teaching English at SMPN 2 Balung?

13. What is the students response when learning English with media?

14. How do you asses the "writing" skill of students at SMP NEGERI 2 Balung? Do you give assignment related to the writing skill aspect, or do you only observe in the learning process?

15. In every learning activity, there must be an evaluation process that must be an evaluation process that must be carried out. How do you evaluate the students?

Appendix 10

<div align="center">

TEACHERS PRE-INTERVIEW

</div>

The result of the English Teacher's Pre Interview before doing the Research.

Interviewer : Niatul Khasanah

Interviewee: Puji Pangastuti, S.Pd

Profession : English Teacher

Day, Date   : Wednesday, 16th November 2022

Time   : 09.00 – 09.30

Place   : SMPN 2 Balung

(R = Researcher, T = Teacher)

Researcher: "hello, good morning, Mrs. Puji."

Teacher : "good morning too Ms. Nia."

Researcher: "Previously, I would like to express my deepest gratitude because you have taken a little time to be able to help me conduct an interview which I would use as data fulfillment for my research. I would like to introduce myself first madam, my name is Niatul KHasanah, I am student of English education at State Islamic University Kyai Haji Ahmad Sidiq Jember and at this time the interview that I would be doing is to fulfill data for my research. Is Mrs. Puji woulding to do this interview, ma'am?"

Teacher: "Okay Miss, I am very woulding to help with this research."

Researcher: "There are several reasons, why I chose SMPN 2 Balung as the object of my research. The first is because I am an alumnus of SMPN 2 Balung, the second is that the location of SMPN 2 Balong is close to where I live, and the third is that I am expected to be able to helps to overcome some of the problems faced by students or even Ibu Puji herself in the process of learning English."

Teacher: "Thank you very much Miss, I am also happy for your arrival. Hopefully we can help each other."

Researcher: "Before that, I wanted to know how did Mrs. Puji feel while becoming an English teacher here?"

Teacher : "Alhamdulillah, I am happy to be an English teacher at SMPN 2 Balung and of course there must be joy and sadness too Miss. I am happy because I can be usefull to the people around me and i feel sad maybe because I have to experienced and faced some difficulties in the learning process."

Researcher : "How many years have you been an English teacher at this school?"

Teacher : "approximately 3 years sis."

Researcher: "As you said at the beginning, you also experienced some difficulties that you encountered while teaching English learning. So far, what difficulties have you always faced?"

Teachers: "here, most of the students were not interested in learning English, Miss. They always say they can't speak English and they feel that English is very difficult to learn, maybe it's cause that Englis as a foreign language so they're not used to hearing or using English. "

Researcher: "Okay ma'am, indeed most students would always feel that way, so indeed the difficulties we face as teachers are in the students' minds, OK, ma'am. How do you deal with the difficulties that you face?"

Teacher: "What I do when this happend was keep motivating students to learn English, keep motivating students how important learning English is. That's all Miss."

Researcher: "do the difficulties and obstacles that you feel have an effect on the student's learning process?"

Teacher: "of course yes miss. When students have thought about that it would have a great impact on the learning process of their students would feel lazy, they are also not enthusiastic in the learning process."

Researcher: "As we all know, English consists of several aspects, namely speaking, then listening, writing and also reading. At SMPN 2 Balung, what aspect does the problem lie in, ma'am?"

Teacher : "So far SMPN 2 students have only faced problems in the aspect of writing, sis."

Researcher: "what problems are faced by students in this aspect of writing skills ma'am?"

Teacher: "some students experience deficiencies in English vocabulary, do not know the structure of writing in a correct sentence, they are less able to understand the organization of

a text in writing text procedures, they are also less creative in writing a text content, and they also do not know about the mechanism in the aspect of writing."

Researcher: "With some of the difficulties that students feel and experience, how do you overcome them?"

Teacher: "I try to overcome this by implementing learning methods and also using several media as tools in the learning and teaching process."

Researcher: "what media do you usually use in the learning process?"

Teacher : "I used to use LCD and laptop as a tool to help in the learning process."

Researcher: "how is the student's response in the learning process using the media?"

Teacher: "students are more enthusiastic when learning takes place using learning media and this is very helpful in the process of increasing student learning output."

Researcher: "How do you evaluate the writing skills that you apply at SMPN 2 Balong, do you evaluate according to the results of the writing assignment or do you just observe the learning process?"

Teacher: "of course in the writing skill learning assessment process I focus on several aspects of writing contained in the rubric score of writing skill and don't forget that I also observe during the learning process in the aspect of attitude."

Researcher: "Usually in every learning process there must be an evaluation session, ma'am, which we have to do in the learning process. So, what kind of evaluation do you usually do to evaluate students in the learning process?"

Teacher: "Usually I do this evaluation when the learning process is over and also when I have assessed the work of my students. Well, the evaluation that I delivered would certainly be related to these things. I would explain some difficulties, some mistakes, and also solutions that's all students should know for the evaluation process that I have always applied in class."

Researcher: "Okay ma'am, thank you very much for all the information you have given me. I hope that the research that I would do at this school can run smoothly. I beg you to continue to guide me throughout the research process."

Teacher : "OK Miss, you are welcome. I am also an English teacher here, thank you for coming Ms. Nia. I hope we can help each other."

Appendix 11

DOCUMENTATIONS

Interviewing English Teacher

The control class doing treatment

Experimental students using storybird

Studets doing Test

RESEARCH BIOGRAPHY

Personal Data

Full Name : Niatul Khasanah

Place, Date of Birth : Jember, 11th July 1998

Address : Jl. SMPN 2 Balung, Dusun Sumber Kadut, Desa Balung Kidul, Kec. Balung, Kab. Jember.

SRN : T20186087

Major : English Education Study Program

Faculty : Faculty of Tarbiyah and Teacher Training

Email : niakhaa@gmail.com

Educational Background

1. SD NU 13 Roudlatul Mubtadiin   (2005 - 2011)

2. SMP Negeri 2 Balung   (2011 - 2014)

3. SMAN 1 Balung   (2014 - 2017)

4. UIN Kiai Haji Achmad Shiddiq Jember   (2018 - Sekarang)