

THE USE OF STORYJUMPER IN TEACHING DESCRIPTIVE TEXT WRITING TO EFL STUDENTS

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ABSTRACT

Writing is one of the four language skills that EFL students must learn. Because writing is utilized in everyday communication, it plays a significant part in communication. The current study was mostly based on early observations of 25 subjects in Semester 1B of the English Language Education Study Program's IEC class, which revealed that the majority of the subjects' writing skills remained low. Furthermore, the current study sought to determine whether or whether the writing skills of first-semester students in the English Language Education Study Program's 1B class might be improved by the usage of Storyjumper. To attain the goal, the researcher conducted classroom action research in two cycles. Furthermore, the following study instruments were used to collect the necessary data: pre-test, post-test 1, post-test 2, and post-test 3. The data was then examined by comparing the pre-test and post-test results, which revealed significant improvements in the subjects' mean scores from pre-test to post-test. Based on the findings of the research instruments, it is possible to infer that the use of a Storyjumper can improve the writing skills of students in 1B of IEC Class of the English Language Education Study Program.

Keywords: writing, writing skill, Storyjumper.

INTRODUCTION

Students should be able to converse in a foreign language, whether spoken or written. Writing is seen as an important skill for language learners. It is one of the most important skills that kids must learn, along with speaking. Writing is essential since it is utilized in everyday communication. Writing is an active activity that entails expressing ideas via symbols and arranging them in legible form. Writing is also a sophisticated process that requires brain activity to govern the flow of thoughts.

According to (Nunan et al., 2003), writing is both a physical and a mental act. The act of writing words on paper is known as a physical act. Mental act, on the other hand, refers to the act of thinking new ideas, expressing them, arranging them, and so on. Thinking in order to develop new ideas is the process of writing. It is like trying to put your thoughts on paper while trying to get better at things like spelling, citing sources correctly, and using good grammar (Defazio et al., 2010).

According to the researcher's observations of first semester students of

ELESP FKIP Unmas Denpasar students, notably class 1B in IEC class, students struggle with writing. One of their problems is coming up with ideas before writing. They are also unfamiliar with the proper use of uppercase letters. Another challenge that students confront when writing is incorrect word spelling. It is also difficult for students to produce a unified textual product. Additionally, poor sentence structure and grammar are challenges that students face. Students are less engaged in writing as a result of the issues they face.

The students are also bored with the writing assignment because it is a highly serious task for them to do. They require engaging activities that will pique their interest in writing. The utilization of accompanying teaching tools, such as an application, will pique their interest and push students to learn how to write.

The emerging perspective of EFL writing education is that writing activity should take precedence over writing theory. Too much theory in writing breeds lethargy and a reluctance to link past information, creativity, and ideas to produce a superior written product.

As writing is an active skill, teachers should actively include students in classroom activities. This learning

environment makes it easier for students to generate the language that they have already learned in class. Writing is a productive skill that requires a lengthy and intricate process; as a result, teachers must provide ample opportunities for students to develop their writing skills (Budiarta, 2021).

As technology has advanced, there are numerous ways to improve one's writing skills. Sundari and Leonard (2021) in (Ilham et al., 2022) claimed that using technology can be a solution in writing. It is because technology has brought practically every aspect of a learner's life closer together. There are several ways to improve one's writing skills as technology has improved. In (Ilham et al., 2022), Sundari and Leonard (2021) claimed that using technology as a writing solution. It is due to the fact that technology has brought nearly every area of a learner's life closer together. According to Olthouse and Miller (2012) in (Ilham et al., 2022), smarter learners prefer to perform their talent in writing to communities through virtual. It is obvious that using technology in EFL learners' writing tasks is suggested (Maharani & Santosa, 2021).

Storyjumper is one of the applications. StoryJumper is a tool for quickly creating a children's book with

moving photos, characters, and stuff (Haşlaman, 2017; Karakuş et al., 2020; Khomyshak & Patiyevych, 2020) in (Aslan, 2020). While Listia et al., (2022) states that Storyjumper is a dynamic web tool for animated audiobooks, designed to aid in delivering content and inspiring student engagement through special elements like voiceovers, imagery, and text.

StoryJumper is a useful instrument in the field of writing instruction, providing aspiring writers with an interactive and engaging platform that serves as a channel for unleashing the creative potential of students within the classroom. It's more than just putting words on a page; it's about creating entire worlds, creating people, and weaving narratives that captivate the mind. The user-friendly interface of StoryJumper enables students to conceptualize, structure, and explain their ideas effortlessly.

In accordance with the study's context, the researcher seeks to teach descriptive writing using Storyjumper. Story Jumper, is an acceptable educational media for developing students' descriptive writing skills. Researchers can capture students' attention and push them to

develop writing compositions by using Story Jumper.

According to the following statement, the researcher is very interested in doing a study titled "The Use of Story Jumper in Teaching Descriptive Writing Text to EFL Students" to find out whether Storyjumper can improve writing skill of the first semester students of English Language Education Study Program FKIP Unmas Denpasar in Academic Year 2023/2024".

RESEARCH METHODS

The present study which deals with the use of application Storyjumper in writing descriptive text to the first semester students of 1B in IEC class of English Language Education Study Program FKIP Unmas Denpasar in academic year 2023/2024 conducted a classroom action research.

According to (Ary et al., 2014), classroom action research is a process that involves educators working together to improve their own practice in order to improve education by incorporating change. During the course of this research, the researcher examined the efficiency of her classroom activities and planned improvements based on the findings.

Preliminary observations and data from pre-test results provided before to starting the research procedure or delivering treatment indicated that the respondents' writing abilities required significant attention and treatment.

In this study, the classroom action research (CAR) design was used. This research was carried out in cycles, with each cycle consisting of two sessions. Planning, activity, observation, and reflection are all intertwined activities in each session from Kemmis & McTaggart in (Burns, 2009). According to Burns (2009), action research is part of a larger movement in education that has been going on for some time. As a result, in action research, the teacher becomes an investigator or explorer of the personal teaching situation while also participating in it. As a result, one of the primary purposes of action research is to identify the problematic scenario or issue that the participants, who may include instructors and students, believe is worth investigating more thoroughly and systematically.

The researcher planned the instructional material, lesson plan, pre-test and post-tests during planning. The researcher employed Storyjumper medium to teach writing skill in action.

The researcher observed how individuals improved their writing skills after using Storyjumper during the observation stage. Reflection is the final stage. In reflection, the researcher gathered data to see if Storyjumper may improve the students' writing skills.

FINDINGS AND DISCUSSION

Pre-Test

A pre-test was undertaken to measure the individuals' writing ability before utilizing Storyjumper to teach writing a descriptive narrative. Individuals were instructed to compose a descriptive text based on the themes supplied. The average value determined from the pre-test data was 54.60. This study's minimum passing grade has been set at 80. Because the pre-test score was below the passing requirement, action was required to improve the participants' writing skills.

Cycle I

Cycle I was accomplished in four continuous phases: preparation, activity, observation, and reflection. Storyjumper was employed as the instructional media in this cycle under the topic "My Favorite Thing" by the researcher.

Post-test I

The post-test I was administered to all subjects, totaling 25 students. They

completed Post-test 1 as descriptive writing text. The average post-test 1 score was 62.32. The cycle was restarted since it did not meet the passing grade.

Cycle II

The researcher assigned the subjects to write a descriptive paragraph under the topic “My Favorite Person”. It goes through the same stages as cycle I.

Post-test II

Each of the 25 subject was also given a post-test II. They performed a descriptive writing. The post-test II average score was 74.16. This showed an improvement in topic achievement when compared to the average post-test I score of 62.32. This figure, however, fell short of the passing grade criterion of 80. As a result, the researcher has progressed to cycle III.

Cycle III

The third cycle required four phases to collect data, however significant changes were made based on the findings from cycle II. The researcher instructed the subjects to write a descriptive text under the topic “My Favorite Place”.

Post-test III

All 25 participants completed the post-test III. They finished the descriptive writing test which described about a place. The post-test III average score was 80.20. This was higher than the average post-test

II score of 74.16. Because this statistic exceeded the minimum passing grade of 80, the study was terminated because all individuals passed the minimum passing grade criteria.

The average values of the pre cycle, cycle I, cycle II, and cycle III were calculated as follows: 54.60, 62.32, 74.16, and 80.20. The classroom action research could be terminated if the achievement indicator of 100% of subjects attaining the passing grade of 80 was fulfilled.

CONCLUSION

After using Storyjumper in teaching descriptive text writing to the first semester students of 1B in IEC Class of English Language Education Study Program FKIP Unmas Denpasar, the results of data analysis could be summarized as follows.

The rising average score from pre cycle, post-test 1, post-test 2, and post-test 3 revealed that the subjects' writing abilities had improved significantly. In cycle III, the achievement of writing skill, which was initially rated as 'less' during pre-cycle, was substantially improved. This improvement demonstrated that using Storyjumper as a learning media may improve the writing skills of the first semester students of 1B in IEC class of

English Language Education Study
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