

The Effects of StoryJumper on Narrative Writing Ability of EFL Learners in Higher Education

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Article History:

Received 2022-11-24

Revised 2022-12-25

Accepted 2022-12-30

DOI:

10.31949/educatio.v8i4.4144

Abstract

Writing is a complex process for the EFL learners. Therefore, it needs appropriate and interesting learning media. This research purposes to evaluate and analyze the effects of storyjumper as a digital learning media towards narrative writing ability of EFL learners. Classroom action research was chosen as research methodology. There were 32 learners in English Department of Universitas Muhammadiyah Luwuk as the participant of this research. Descriptive statistic for the quantitative data and descriptive analysis for the qualitative data was conducted as analyzing technique. The result found that storyjumper gave positive effects toward narrative writing ability of EFL learners. It can be proven from the improvement of test result in narrative writing. In the preliminary test, it was 57.16 as the mean score result, while in the cycle 1 was 68.33, and in the cycle 2 was 75.22. In addition, storyjumper also affected the writing process, namely they did not take a long time for start writing, active participated, and focused on the writing activity. Finally, the storyjumper gave positive effects towards EFL learners in narrative writing test and process.

Keywords: Storyjumper; Digital Learning Media; Narrative Writing

INTRODUCTION

Writing is one of complex skill in English that should be understood by EFL learners. It needs more thinking, focus and good mood for produce a good writing. (Kusumawardhani, 2018) stated, "Some factors made writing in English considered difficult, such as spelling, vocabulary, and grammar". Reasonable, there are a lot of things that should be a concern in producing writing. In the other words, it is not easy for the EFL learners in composing writing. This idea is supported by (Richards & Renandya, 2002) who state that one of the difficult aspects in mastery English skill is writing. Indeed, it has its own challenging for the EFL learners. Almost EFL learners not excited for doing writing activities. They need more knowledge, focus, inspiration, and good mood for writing something. It is supported by (Brown, 2001) who claimed that an activity that needs a long thinking process is writing. So, writing activities need interesting approaches.

There were many researchers have solve that writing problem by implemented several approaches such as Discussion starter story technique, Story circle, STAD, Outlines Ideas, and Popo Up Book (Purba, 2018; Sari & Sabri, 2017; Rahmatika, 2019; Salija, 2017; Asirika & Refaldi, 2018)). The best technique is when it was enjoyable and closer with the life of learners. It is supported by (Alam & Mizan, 2019) who said, "Since the learners of this world can't ignore or shouldn't dodge the influence of social networking sites from their life, it's better to embrace it for the sake of using it as a learning tool". So, integrating technology in the writing process is a solution of the writing problem. (Sundari & Leonard, 2021) claimed that the use of technology as a writing solution. It is because almost learners' life is closer with technology. They enjoy for showing their writing result on it. (Olthouse & Miller, 2012), said that more smart learners prefer perform their talent in writing to the communities through virtual. It is clear that, technology utilization is recommended in EFL learners writing activities. One of those technologies is a StoryJumper.

Storyjumper is a digital storytelling tool. There was a previous researcher who conducted research about storyjumper implementation, but it focused on reading comprehension. (Yee & Zainuddin, 2018),

found that the pupils indicated the positive improvement in reading understanding. Different with that, this research conducted by implemented storyjumper which is focused on writing skill. Storyjumper can make writing become more interesting. It because of there are a lot of features that serve in storyjumper that support learners' writing activities. After finished their writing in storyjumper, the learners can show their work result to the others by visit the link. That statement supported to (Olthouse & Miller, 2012). They said that said that more smart learners prefer perform their talent in writing to the communities through virtual. It means that, the learners are really excited for doing writing activities through storyjumper.

An addition, (Hamilton, 2015) stated that through storyjumper, the learners can create and write their own story. Their writing activity is under teacher control. The teacher can set limit time under her account. It means that, although the learners can create their own narrative writing (story) by their imagination and creativity, the teacher or the researcher can controlled their writing activity. So, the teacher can instruct the learners if they make some errors. Indeed, it creates writing activity became enjoyable process for the students, beside that it also can grabs attention for successful and efficient learning.

Narrative is one of writing text which can be practiced by storyjumper. (Anderson & Anderson, 2003) stated that narrative is a story in the text form, which aims to entertain the reader. Almost the steps in composing narrative writing have their own difficulties. The students had difficulties in generic structure and language features in writing narrative text (Muliani et al, 2019). Due to this problem, the teacher needs appropriate media. Storyjumper is a great digital learning media that can use by EFL learners for write their story or narrative text.

METHOD

Classroom action research was chosen as research design in this study. The step of this classroom action research design is proposed by Arikunto, which is consisting of planning, implementing, observing and reflecting (Arikunto, 2006). The participants of this research were students in English Department of Universitas Muhammadiyah Luwuk in 2021/2022 years, which is consist of 32 students. Those participants were taken writing subject in this second semester. They have basic in producing writing text, include narrative writing.

Data was collected by observation and test. The researcher gave pretest to EFL learners (participants) firstly, before doing the cycles. Furthermore, the researcher did the cycle 1, and then continued to the cycle 2. Cycle 1 conducted through four steps, namely planning, implementing, observing and reflecting. Planning stage or step conducted by prepared lesson plan (RPS), prepared teaching material, prepared storyjumper as a learning media, prepared writing test in this case narrative writing topics, and prepared observation list. Then, in the implementing stage, there was an action by implementing storyjumper in writing narrative text. EFL learners should understand the procedure in operating storyjumper before doing writing narrative activities on it. Besides that, they also should understand to the narrative writing concept, its generic structures, and the aims. The EFL learners will enjoy the writing process if they understand it. So, the first thing that the researcher did in this study is explain to the learners about how to composing a well narrative writing. Then, the researcher explained and gave instruction to them about the procedure in operating story jumper. After the students understand how to operate it well, the researcher invited them to writing their narrative essay based on their creativity on the storyjumper. Once more, storyjumper serves a lot of exciting features. It possible the learners can need more time to create their story, but then the teacher can controlled the learners' activity. The teacher (researcher) can remind about the time limit, and also guides the learners if they make some errors in doing narrative writing activities. The observing step conducted, while learning process was ongoing. In this step, the researcher observed EFL learners' activity in the writing process, and also their response during learning process. Then the last step is reflecting. In this step, the researcher evaluated the activity or action that have been done, analyzed the data from the test, conclude the temporary conclusion, and prepare for the further action. Furthermore, the researcher conducted the cycle 2. This cycle conducted through similar steps with the cycle before, but with the some revision that have been decided in the reflecting step in the cycle1.

The data analyzed from the narrative writing test result and observation sheet/list. Data from the observation result was analyzed by followed Burn theory. It was assembling the data, coding the data, comparing the data, building meaning and interpretation, and reporting the outcomes. Moreover, the data from the writing test result analyzed by giving score based on writing analytical rubric. Then, compare the mean score of the test result in the cycle 1 and cycle 2.

Table 1. The Assessment of Writing Rubric

Assessment Point	Competencies	Score Level
Content	Excellent-Very Good : Relevant to the topic, development thoroughly of thesis, substantive, knowledgeable	30-27
	Good-Average : Topic relevant, lack detail of the thesis was limited development, enough range, enough knowledge	26-22
	Fair-Poor : Thesis adequate development, minimal substances, minimal knowledge	21-18
	Very poor : Not relevant, non-substantive, have not knowledge about the subject.	16-13
Organization	Excellent-Very Good : Cohesively organization, logical sequencing, well organized, succinctly writing, ideas supported, perfect expression	20-18
	Good-Average : Incomplete sequencing but it is logical, limited support, the appearance of main idea but loosely organized	17-14
	Fair-Poor : Lacks of logical sequencing, confusing ideas, non-fluent expression	13-10
	Very poor : Cannot evaluate, bad organization, uncommunicative writing	9-7
Vocabulary	Excellent-Very Good : Appropriate registered, mastery of word composition, correct word choice, correct usage, perfect range	20-18
	Good-Average : obscured meaning, occasional incorrect word choice and usage, adequate range	17-14
	Fair-Poor : Confused meaning, word choice and usage are errors frequently, limited range	13-10
	Very poor : poor knowledge of word form and vocabulary, not proper evaluate, translation tool result.	9-7
Language Use	Excellent-Very Good : Minimal errors in language use such as pronoun, number, preposition, article, complex and perfect composition	25-22
	Good-Average : Some errors of language use, minimal problem in composition, simple composition	21-18
	Fair-Poor : Maximal problem in composition, frequent error in language use, confused meaning,	17-11
	Very poor : Bad composition, error dominated of language use, unreasonably.	10-5
Mechanics	Excellent-Very Good : Minimal errors of mechanics such as paragraphing, capitalization, punctuation, spelling	5
	Good-Average : Occasional mistakes of mechanics, obscured meaning	4
	Fair-Poor : Frequent mistakes in mechanics, obscured meaning	3
	Very poor : Error dominated of mechanics, unreasonably.	2

Writing analytical rubric in this research used theory of Jacobs, et al. It consists of 30 point in content, 25 point in language use, 20 points in each organization and vocabulary, and 5 point of mechanic (Jacobs et al, 1981, as cited in Brown, 2004). Content means the writing consist of the logical development of

the ideas. The writing essay categorized excellent when essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought (Brown, 2004, p.244).

Then, organization is consisting of the introduction, body, and conclusion of the writing. The next assessment point is vocabulary. It means word choice in writing, which is considered about the word style and quality of the expression. Furthermore, it is language use. It focuses on the grammar in the writing essay, such as pronoun, number, preposition, article, complex and perfect composition. The last assessment point is mechanics. It means the excellent essay when it based on English writing conventions such as paragraphing, capitalization, punctuation, and spelling.

RESEARCH FINDING AND DISCUSSION

Research Findings

There were the effects of Storyjumper as a digital learning media towards EFL learners in narrative writing ability. The research finding is explained in two forms, namely quantitative result and qualitative result. Quantitative result was collected from test. Then, qualitative result was collected from observation, interview, and documentation result.

The test result was assessed based on writing assessment of Jacob's theory. They were content, organization, vocabulary, language use, and mechanics. Those became concern of researcher in assessing EFL learners' narrative writing result. An example of student writing results can be seen in Figure 1.

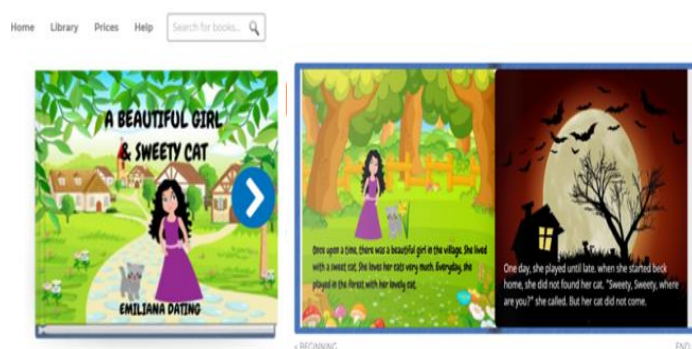


Figure 1. EFL learner narrative writing result on Storyjumper

After assessing all of EFL learners' narrative writing, it founded that the mean score of the participants in the pre-test is lowest. Next, in the cycle 1 the improvement of the mean score was increased but still far from the indicator. Finally, the mean score was more improved in the cycle 2.

Table 2. EFL Learners' writing achievement

Aspects	Pre test	Cycle 1 test	Cycle 2 test
Content	19.56	23.15	25.55
Organization	12.52	14.5	14.65
Vocabulary	11.5	12.95	15.42
Language Use	10.25	14.15	15.25
Mechanic	3.33	3.58	4.35
Total	57.16	68.33	75.22

The table above showed that the improvement was occurred on EFL learners' writing narrative ability. In the preliminary test, the total of mean score that got by EFL learners is 57.16. It is a lowest score in writing ability. Then, the researcher implemented storyjumper, a digital story telling tool as the writing media for the learners in doing writing activities. Before they practice to writing narrative text, the researcher explains first about how to writing narrative text through storyjumper. After implemented it, the test result of cycle 1 was increased become 68.33. Here, the improvement is not really significant. The mean score is still

under the success indicator. Moreover, there are learners who made some errors in writing. They are frequent made error in words and used incorrect vocabularies. Their writing result also is still confused to understand. Additionally, although the learners look so excited to write in storyjumper, but they still confused to operate it in writing narrative.

Some errors and lacks became revision concern for the researcher for the next cycle. Finally the result test in the cycle 2 is more improved than before. The mean score of EFL learners in writing ability in this cycle is 75.22. It is complying with the completeness criteria.

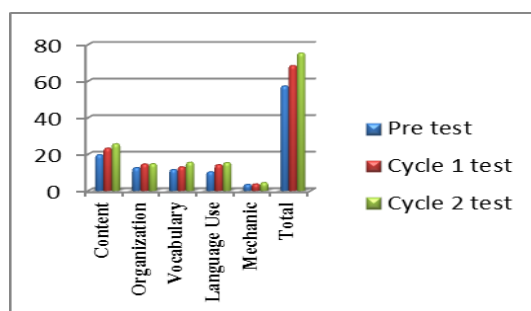


Figure 2. Chart of EFL Learners' narrative writing achievement

The effects of storyjumper not only in test result but also in the learning process that happened in the classroom. The learners are excited and focused on the teachers' explanation. Besides that, the learners look excited in practice writing. It is happened because storyjumper serves a lot of exciting features that support learners writing activities, especially in writing narrative. They also show their curiosity by asking some questions. Then, they are active in present their writing result. Here are the descriptions from qualitative data result;

1) Time to start writing

Before implemented storyjumper in the writing class, the EFL learners look confused how to start writing although they have learnt about narrative text. The time was left 10 minutes, but some of them have written only one sentence on their paper. It took a longer time for them to start writing. After implemented storyjumper in the cycle 1, the EFL learners look excited to start writing. Many features that served on it can help the students got their idea. As we know that, the features that served in storyjumper are supported writing activity. It did not take a long time for start writing; although sometimes they look still confuse how to operate storyjumper. Finally in the cycle 2, they look enjoy the writing process. They are really enthusiastic. So, they can finished their writing activity based on time limit that given by the researcher (lecture).

2) Active participated

EFL learners seemed bored and said "yauh" when the lecture invites them to write the story (narrative text). Even some of learners chatted with the others instead focused on doing writing. When, the lecture gave some questions about the difficulties in composing narrative writing, they were silent and did not give response. Different view was happened in the cycle 1. They look excited in doing writing, when the lecture guided them to write on storyjumper. Almost of them are active participated. It looks from their participation in asked guidance to the lecture and gave some question about the narrative writing activities in storyjumper. In the cycle 2, they look active participated and enjoyed the narrative writing process.

3) Focus on narrative writing activity

In the preliminary writing activity of the EFL learners, it looked that there were many learners did not focus on the writing activity. Some of them did other activities instead did writing. Finally, they could not finish their writing. After the cycle 1, the learners focused write a story on the storyjumper. They look talked with friend, but they talked about how to writing well in storyjumper. To overcome it, the researcher guided them again. Then, they focused on write their own story. After the cycle 2, it showed that the EFL learners

focused on their narrative writing activity. So, they finished their writing task with the time limit that has given by the researcher.

As a complex process, writing needs storyjumper as appropriate and interesting learning media for the EFL learners. Through to the finding research, it revealed that the improvement of narrative writing ability of the EFL learners was occurred after implemented storyjumper. This result is supported by (Damavandi, 2017) who stated that implemented technology as digital storytelling tool in the writing class gave positive effect more than traditional way because it make the learners generate their ideas in their writing result. This finding research is also relevant to (Zakaria, 2016), who claimed that students give positive response in writing digital storybook.

Storyjumper also affected to the process of writing. After analyzed the qualitative data, it revealed that the EFL learners did not get difficulties anymore in did writing. It can be shown by they did not take a long time for start writing, active participated, and focused on the writing activity. They look excited and enjoyed the narrative writing class. It is because there were a lot of interesting features that serves in the storyjumper which is supported writing activity. It can help the EFL learners generate creativity. Learners with creativity can express their ideas in their writing. It is similar to the research result done by Rahmatika (2019) claimed that the learners who having high creativity have better to express their ideas in writing rather than those having low creativity. Considered to writing test result and writing process, finally it can be stated that storyjumper gave positive effects towards EFL learners not only in narrative writing test, but also in narrative writing process

CONCLUSION

Based on research finding, it concludes that storyjumper as a digital story telling tool give positive effects toward EFL learners writing ability, especially in narrative writing. That statement can be proven in two points. The first is the test result is improved from preliminary test in this case the writing activity before implemented storyjumper to cycle 1. Then, the improvement more significant also occurred in the cycle 2. The mean score of pre test is lowest, which is only 57.16. After implemented storyjumper in the cycle 1, the mean score of the test was improved become 68.33. Then the significant improvement occurred in the cycle 2, there was 75.22 as the result of the mean score. The mean score of test result was got from analyzing process of learners' narrative writing which is based on Jacob's theory.

The second point is the learning process in doing narrative writing activity. There were some indicators that proven that storyjumper not only give the positive effects in test result, but also in learning process. They are (1) they did not take a long time for start writing because they got a lot of idea from the features that served in the storyjumper, (2) they look active participated and enjoyed the narrative writing process, and (3) the EFL learners focused on their narrative writing activity.

ACKNOWLEDGEMENT

I would like to express my thankful to Tompotika Luwuk University for supported this research, from the first stage until publication.

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