
THE EFFECTIVENESS OF USING STORYBIRD TO TEACH DESCRIPTIVE TEXT WRITING TO TENTH GRADE STUDENTS AT SMAN 2 SEKAYAM

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Storybird, sebuah platform digital storytelling, dalam pembelajaran menulis teks deskriptif pada siswa di SMAN 2 Sekayam. Sebanyak 28 siswa berpartisipasi dalam penelitian ini. Pendekatan yang digunakan adalah kuantitatif dengan design pra-eksperimen one- group pre-test and post-test. instrument yang digunakan berupa tes menulis yang menilai lima aspek, yaitu isi, organisasi, kosakata, tata bahasa dan mekanika. Analisis data dilakukan menggunakan aplikasi SPSS dengan Uji Wilcoxon Signed Rank Test serta perhitungan effect size. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor menulis siswa, dari nilai rata-rata dari pre-test dengan 61.25 ke post-test menjadi 85.44 dengan jarak angka sebesar 22.19, dengan nilai effect size sebesar 1.00 yang termasuk kedalam kategori sedang. Uji Wilcoxon menunjukkan nilai signifikansi $p > 0.001$, yang mengindikasikan adanya perbedaan yang signifikan secara statistik. Temuan ini menunjukkan bahwa penggunaan Storybird memberikan dampak positif terhadap kemampuan menulis teks deskriptif siswa, terutama dalam penggunaan kosakata dan susunan grammar.

Kata Kunci: Storybird, Deskriptif Teks, Keterampilan Menulis

Abstract

This study aims to examine the effectiveness of using Storybird, a digital storytelling platform, in teaching descriptive text writing to tenth-grade students at SMAN 2 Sekayam. The sample consists of 28 students. A quantitative approach was employed using a pre-experimental one-group pre-test and post-test design. The instrument used was a writing test that assessed five aspects, which are content, organization, vocabulary, grammar, and mechanics. The data were analyzed using SPSS. The technique of data collection included students' scores, mean scores, interval scores, standard deviation, and effect size. The results show an improvement from pre- test 61.25 to post-test 85.44, showing a difference of 22.19 and with a moderate effect of 1.00. The Wilcoxon Signed Rank Test shows a p-value of $<.001$, indicating a statistically significant difference. These findings suggest that Storybird is effective in teaching writing descriptive text, particularly in the use of grammatical structures and vocabulary.

Keywords: Storybird, Descriptive Text, Writing Skill.

INTRODUCTION

Writing is one of the four fundamental skills in English and also plays a vital role in allowing individuals to communicate, express ideas, and do so through written text. It is an essential academic skill that students need to understand and master. According to Pratiwi (2016), writing involves organizing ideas, choosing words, and deciding how to express them effectively. Similarly, Ambrose (2017) explains that writing enables students to express their thoughts, emotions, ideas, and opinions. Furthermore, Desy, Mukhaiyar & Hamzah (2019) emphasized that writing is a process of writing that enables students to explore their thoughts, and they can analyze, revise, reorganize, and refine their ideas. Hughes, as cited in Meliasari *et al* (2018), writing consists of five key aspects, such as

grammar, vocabulary, mechanics, fluency, and organization. Grammar refers to the rules that support sentence structure, vocabulary focuses on the appropriate selection of words, mechanics relate to spelling, punctuation, and capitalization, while fluency involves the flow of ideas, and organization refers to how the ideas are organized into coherent text.

Despite its importance, writing can be a challenging skill for students to develop. Aunurrahman *et al.* (2023) stated that students often struggle in developing their ideas and in using appropriate grammar and vocabulary when composing texts. Similarly, Meliasari *et al.* (2018) added that students often have difficulty identifying topics, choosing appropriate vocabulary, and constructing grammatically correct sentences. even when students have ideas, they may be unsure how to begin or how to generate their ideas. These challenges are also found at SMAN 2 Sekayam. Based on an English teacher's tenth grade, some students face struggles in applying correct grammar and tenses, using descriptive adjectives, and organizing ideas into written form.

Descriptive texts where the writer tries to explain what has been seen and read with an informative explanation that can be understood by the reader, and gives the impression that the reader can imagine what has been explained. According to Lis & Ida (2016:56) explained that descriptive text is when you describe someone or something in a descriptive text, creating a picture for readers with words. Fakeye & Fakeye (2016) add that descriptive text has two parts, that is, identification and description. Identification consists of a phenomenon (a person, place, or thing), while the description is a part that describes the characteristics of the phenomenon.

With the integration of technology in education, digital platforms like Storybird have emerged as innovative tools for teaching writing. Storybird allows students to create a story by combining images and text, which helps students develop creativity, motivation, as well as students' writing performance. As an online platform, Storybird is simple to use, usually appealing, and effective in developing descriptive texts. Balaman (2018) states that digital storytelling allows learners to convey messages creatively using multimedia elements. While Kzazoglu & Bilir (2021) also state that Storybird offers features that support students in developing ideas, especially in writing.

Several studies have supported the effectiveness of Storybird in language learning. Neti & Rani (2024) highlighted the potential of Storybird in generating and developing ideas. While Furqan *et al.* (2021) found that Storybird could enhance students' performance by stimulating students' imagination through visuals. Aminah and Syahputra (2023) add that

Storybird supports idea creation, story development, and sharing, which are all vital components of the writing process. The previous study has inspired researcher to find out the effectiveness of using Storybird In teaching writing descriptive text to the tenth-grade students at SMAN 2 Sekayam.

METHODOLOGY

This study employed a quantitative approach with a pre-experimental one-group pre-test and post-test design. A total of 28 tenth-grade students were selected using cluster random sampling. To assess the impact of Storybird on students' descriptive text, the researcher used a written test as the main instrument. The test requires students to write descriptive text based on a specific topic, with five aspects being assessed. This includes content, organization, vocabulary, grammar, and mechanics. Two versions of the test were administered, that is, pre-test before treatment and post-test after treatment.

Before administering the pre-test, a readability test was conducted to ensure students understood the instructions in the written test. A questionnaire was distributed, containing five "yes or no" questions related to the written test. The data analysis was performed using SPSS software, employing the Shapiro-Wilk Test to do a normality test, the Wilcoxon Signed Rank Test, and effect size calculation using Cohen's formula.

FINDINGS AND DISCUSSIONS

The research was conducted to find out students' scores of pre-test-post-test to know the result of students' written test, finding out the mean score, and effect size using Statistical Package for Social Science (SPSS) version 26, and conducting the T-test.

Table 1. Pre-Test Mean Scores Per Aspects

Aspect	N	Pre-Test Min	Pre-Test Max	Pre-Test Mean	Post-Test Min	Post-Test Max	Post-Test Mean
Content	28	50.00	100.00	60.2679	62.50	100.00	81.2500
Organization	28	50.00	100.00	61.1607	62.50	100.00	80.3571
Vocabulary	28	50.00	100.00	61.1607	62.50	100.00	87.5000
Grammar	28	50.00	100.00	60.2679	62.50	100.00	89.2857
Mechanics	28	50.00	100.00	62.5000	50.00	100.00	88.3929

The table shows that in the pre-test, the highest mean score was in the mechanics aspect, with a score of 62.5000, while the lowest was in content and grammar, with a score of 60.2679. This indicates that students struggled more with generating an idea and applying grammatical structure. In contrast, the post-test results show that grammar had the highest mean score at 89.2857, while organization had the lowest at 80.3571. These results suggest that students improved significantly in developing ideas, as well as in organization, vocabulary, and grammar. Although organization remained the lowest- scoring aspect, the overall performance increased. The mean score improved from 61.25 (pre-test) to 85.44 (post-test), showing a difference of 24.19. This range reflects a notable improvement in students' writing abilities after the use of Storybird in teaching descriptive text.

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.326	28	.000	.752	28	.000
Post Test	.174	28	.030	.910	28	.020

The table shows that the pre-test score and post-test are not normally distributed with a significance value > 0.005 . Hence, the researcher used the Wilcoxon Signed Rank Test, with the results showing that 28 students there were 22 showed improvement after getting treatment. Meanwhile, four students show a decrease, and the other two students remain stable. The P-value (asymptotic Sig) < 0.001 is smaller than 0.005, which means that there are significant differences between pre- test and post-test statistically.

Therefore, it concluded that Storybird is effective in teaching students to write descriptive texts to students. To find out related about the effect size of Storybird. The researcher calculated the data using a formula. The result was 1.00, categorized as a moderate effect, indicating that Storybird had a meaningful impact on students' writing of descriptive text.

Based on the findings, revealed that Storybird has a meaningful impact on students' writing of descriptive text. The comparison of the pre-test mean score (61.25) and post- test mean score (85.44) indicates an improvement after treatment. This suggests that Storybird is effective in teaching writing descriptive text.

The findings are in line with Kazazoglu & Bilir (2021), who stated that Storybird creates an authentic environment for language learners, improving students' writing performance. Similarly, Anita (2019) found that Storybird enhances students' creativity and vocabulary, also in content development. Baiq *et al.* (2024) and Setyorni (2017) also supported that the use of Storybird is an effective tool to improve both reading comprehension and narrative writing skills. This also suggests that Storybird can be used not only can use in teaching writing descriptive text, but also for other skills.

A closer look at the data, the result shows that before treatment, students struggled the most in the content and grammar aspect, with scoring average 60.2679. After using Storybird, students achieved the highest score in grammar with an 89.2857, followed closely by mechanics 88.3929 and vocabulary 87.5000. Organization aspect became the lowest-scoring aspect in the post-test, with a score of 80.3571. These findings suggest that Storybird helped students in generating ideas, vocabulary use, and grammatical accuracy. These results are also supported by previous insights. Luz Castillo *et al* (2021) and Dogra (2021) emphasized the benefits of Storybird in enhancing writing quality, including sentence compounds and vocabulary use. Lenka (2019) added that Storybird is particularly useful for non-native English Speakers due to its accessibility and user- friendly features. The statistical analysis reinforces the observed outcomes, the Wilcoxon Signed Rank Test results ($Z=-4.209$, $p = <0.001$) confirm that a statistically significant difference between pre-test and post-test scores. Furthermore, the effect size of 1.00 (moderate effect) indicates that Storybird had a meaningful impact on students' writing descriptive text skills.

In conclusion, the study provides evidence that Storybird is effective in teaching descriptive writing, particularly in improving students' ability to generate and develop ideas as well as grammatical structure and vocabulary through visual support.

CONCLUSION

This study concludes that Storybird is effective in enhancing students' descriptive writing skills. The findings indicate significant differences between pre-test and post-test scores, with scores increasing from 61.25 to 85.44. Students showed an improvement across all aspects of writing, particularly in grammar, vocabulary, and mechanics, although organization aspect remained the lowest-scoring. The effect size of 1.00, categorized as moderate, further confirms the meaningful impact on treatment. These results suggest that visual and interactive features of Storybird provide meaningful support for generating ideas,

vocabulary development, and grammatical accuracy. Therefore, Storybird can be considered a valuable digital media to enhance students' writing performance.

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