THE USE OF STORY BIRD APPLICATION IN TEACHING NARRATIVE TEXT FOR EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA

Submitted as Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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APPROVAL

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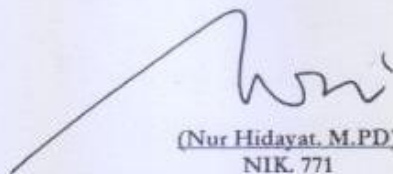## ARTICLE PUBLICATION

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THE USE OF STORY BIRD APPLICATION IN TEACHING NARRATIVE TEXT FOR EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki penggunaan aplikasi Story Bird dalam mengajar teks narasi. Penelitian ini adalah milik penelitian kualitatif deskriptif. Penelitian dilakukan di SMP Muhammadiyah 1 Kartasura, terutama di kelas delapan. Data dari penelitian ini adalah semua informasi tentang penggunaan aplikasi Story Bird oleh guru dan siswa dari kelas delapan diambil dari: 1) kegiatan kelas, Diperoleh dari pengamatan; 2) sumber guru dan siswa, yang Diperoleh dari wawancara dan kuesioner; 3) dokumen seperti foto dan video, dikumpulkan oleh dokumentasi. Hasil penelitian menunjukkan; mereka adalah 1.) Teknik mengajar yang digunakan oleh guru bahasa Inggris adalah terjemahan dan menulis hal baru. Media yang digunakan oleh guru bahasa Inggris adalah laptop, dan LCD Projector. 2.) ada beberapa masalah yang dihadapi oleh guru bahasa Inggris serta siswa dalam menggunakan aplikasi. Gambar tidak kompatibel dengan cerita dan tidak ada review video di akhir layar 3.) Solusi yang diusulkan oleh guru bahasa Inggris untuk memecahkan masalah adalah memberikan rekomendasi untuk aplikasi Story Bird, untuk meng-upgrade aplikasi dan menambahkan review video di akhir layar.

Keywords: media mengajar, teks narasi, aplikasi Story Bird.

Abstracts

The aim of this study is to investigate the use of Story Bird application in teaching Narrative text. This research belongs to descriptive qualitative research. The research was conducted at SMP Muhammadiyah 1 Kartasura, especially in the eighth grade. The data of this research are all information about the use of Story Bird aplication by the teacher and students of the eighth grade taken from: 1) Class activities, obtained from observation; 2) The sources of the teacher and students, obtained from interviews and questionniere; 3) Documents such as photos and videos, gathered by documentations. The results of the research show; they are 1.) The teaching technique used by English teachers are translation and writing the new things. The media used by English teachers are, laptop, and LCD projector. 2.) There are several problems faced by English teachersas well as the students in using the application. The picture isincompatiblewith the story and there is no video review at the end of the display 3.) The solution proposed by the English teacher to solve the problem is giving the recommendation to the Story Bird application, to upgrade the application and add video review at the end of the display.

Keywords: teaching media, narrative text,Story Bird application.

1. INTRODUCTION

In English lessons, there are some types of text, such as narrative, descriptive, and exposition (Biber, 1988 cited in Hyland, 2004). According to Anderson and Anderson (2003) stated that there are two main categories of texts; namely literary and factual. The literary text includes narrative, drama, and poetry; while the factual text includes recount, response, explanation, etc. In the other text has distinctive generic structures and major grammatical pattern through which the social functions of the genre are realized in each text type (Lee, 2001).

The Narrative text is one of the texts that must be studied in the eighth grade, according to the syllabus that exists. The syllabus mentions that students learn an imaginary story, in a student's handbook there is a story that is only in the form of text. In these learning activities, students are often bored because they are only text. Students need something more interesting content like pictures in the story so as to avoid students' boredom in their learning activity, and it is increasing the interest and concentration of students in absorbing this Narrative text material.

Referring to this situation in the modern era, the teacher needs to engage the students with activities that are easy and enjoyable. How writing activities do not only become a normal part of classroom life but also present opportunities for students to achieve almost instant access (Harmer, 2007: 113). One way to engage students' interest in write is by integrating technology to the writing learning process. In this case, the teacher uses web tools as a joyful activity.

Storybird is one of the application 2.0 tools that enable students to be more creative and imaginative in their narrative writing. Storybird also offers a lot of opportunities to start a narrative writing process in a delightful way. Unlike other web tools, Storybird offers to the students even for those who are less creative and imaginative. Indeed, It is an engaging site that will help the most hesitant writers out of their shell. Storybird is a free website and easy to use. At Storybird, the users could also create picture books (more art and less text), long-form books (less art, and more texts or chapters), and poetry (one image and select words) which are supplied by many artworks from certain categories like

adventurous thing, life experience, or others. Although it is accompanied by a series of pictures, Story Bird allows the students to focus more on the content of their narrative writing rather than dragging and dropping pictures.

SMP Muhammadiyah 1 Kartasura is one of famous Muhammadiyah school in level Junior High School in the Surakarta. This school has support facilities more, especially teaching and learning facilities. Because they already use modern facilities, like an LCD projector.

Based on the phenomena above and to make the problem focus, the researchers make a limitation in this research. This study entitled "A Descriptive Qualitative: The Use Of Story Bird Application In Teaching Narrative Text For Eight Grade Students Of Smp Muhammadiyah 1 Kartasura". There have been some previous studies relates to teaching Narrative text. The difference between this study and those conducted previously are teaching and learning media, and using Story Bird application.

This study focuses on the use of Story Bird application and explore how the teacher use, how the students response, and what the problem's faced by teacher and students.

2. METHOD

The researcher used a descriptive qualitative research type of study to investigate the problem. Qualitative research is characterized by its aims, which relate to understanding some aspects of social life, and its method which (in general) generate words, rather than numbers, as data for analysis (Michael Quinn Patton and Michael Cochran, (2002: 2).

According to Bodgan and Biklen (1982) in Sugiyono (2015: 13), the characteristics of qualitative research are (1) Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument, (2) Qualitative research is descriptive, the data collected is in the form of words of pictures rather than number, (3) Qualitative research is concerned with process rather than simply with outcomes or product, (4) Qualitative research tends to analyze their data inductively, and (5) Meaning is essential to the qualitative approach.

In this study, the researcher intendsto conduct descriptive qualitative research regarding the use of Story Bird Application in Teaching Narrative Text for Eight Grade Students of SMP Muhammadiyah 1 Kartasura. The qualitative research type is used to analyze the data because of the objective of the study is to describe the use of Story Bird Application in Teaching Narrative Text for Eight Grade Students of SMP Muhammadiyah 1 Kartasura.

3. FINDING AND DISCUSSION

3.1 Story bird application in teaching narrative text

In this research, the researcher studied the way the teacher used Story Bird application in teaching narrative text. There are some aspects going to be discussed. Those are:a.) The material used by the teacher in using Story Bird in teaching Narrative, b.) The media used by the teacher in teaching Narrative, c.) The techniques used by the teacher in teaching Narrative. For details it will be explained as follows:

3.1.1   The material used by the teacher in using Story Bird in teaching Narrative
There are two methods used by the teacher in utilizing the Story Bird application .i.e. Translation, and writing the new vocabullary. The material was an imaginary story titled Mouse deer and Crocodile. This story was an imaginary story, it is talking about living a clever animal named the Mouse deer. The Mouse deer even though it was a weak animal, but he was famous for his ingenuity, because of the various ways he had done to fool his enemies. Crocodiles are animals that are easily fooled by the cleverness of the Mouse deer, and imaginary stories are one element of narrative text stories. Based on what the English teacher said:

Guru: "Ceritakhayalbetul,   jadiceritakhayalkalaudidalammaterinamanyafiksi. KemarinkitamengenalceritaRecountTextberupaceritanyata.Sekarangcerita yang kitabahasberupaceritakhayal, ceritakhayalmasuknyaceritaapatadi?"

Murid-murid: "Narrative Text..."(TranscriptEnglish Teacher on Wednesday, on Maret on 20th 2019)

3.1.2   The media used by the teacher in teaching Narrative
Based on the interview and observation with the English teacher, the researcher found that there were some media used by the teacher in teaching Narrative

text. Media plays an important role in a teaching and learning process. The use of media is needed to teach the purposes of teaching and learning and it should be variation. The used of media will increase the probability that students will learn more and the knowledge will retain better in their minds. There were some media used by the teacher in teaching:

3.1.2.1 Laptop

Laptop in English language learning is useful for making teaching materials for English teachers to be taught to students. In learning narrative text stories, English teachers make imaginary stories using a laptop. English teachers look for story material via the internet, then process it in the Story Bird application on a laptop. The laptop makes it easy for English teachers to compose teaching materials wherever and whenever. When in class, the teacher uses a laptop instead of book notes.

3.1.2.2 LCD Projector

The LCD projector in the classroom is a media link between the laptop of the English teacher and the screen on the front wall of the class. With used LCD, material in the laptop of the English teacher can be enlarged on the screen on the front wall of the class. However, the LCD here has no remote, so when turning on the LCD it requires students to go up to the table to press the on button. After turning on the LCD, the English teacher started the narrative text story lesson.

"Guru memulaimateri Narrative Text denganmenampilkanaplikasiStory Birdpadalayarproyeksididepankelas".(TranscriptEnglish Teacher on Wednesday, onMareton 20[th]2019)

3.1.3 The Techniques used by teacher in teaching Narrative

Based on the interview with the English teacher and also from the observation the researcher found that there were some techniques, it was applied by the teacher while in used of Story Bird application in teaching Narrative text. The techniques were applied by the teacher are translation and write the new words. Here are the explanations of the techniques above:

3.1.3.1 Translation

One technique that is usually used by teachers in teaching English is translation. In translating the meaning of these words, the teacher has applied indirectly and directly. There are various ways applied by the teacher in translating the meaning of the word. Based on observations of researchers on Wednesday, on March on 20th 2019 in the eighth grade students of Muhammadiyah 1 Kartasura Middle School, taught by Ms. Yayuk, the researchers found that the teacher used two languages when he explained the words in the teaching process. The teacher saw the material from the Story Bird application then translated it into Indonesian. Based on observations, the researchers found that the teacher used Indonesian translations in explaining the meaning of words so that students understood them better.

In addition, based on the observation on Wednesday, on March on 20th 2019, teachers occasionally asked the meaning of a word in the material displayed in Story Bird to students to test whether the student already knew the meaning or not.

Guru: "Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink. Once upon time ada yang tau artinya? Pada jaman dahulu ada a smart mouse deer, siapa itu yang disitu smart mouse deer? Rusa? Bukan, tapi kancil. Kalau rusa adalah deer. Ada seekor kancil yang pintar, he lived near a river, tinggalnya dimana? River apa artinya?"

Murid-murid: "Sungai" (TranscriptEnglish Teacher on Wednesday, onMaret 20th 2019)

3.1.3.2 Writing the New Words

The teacher always reminds students to always write if they find something new words. Based on the researcher observations on Wednesday, March 20th, 2019, when the teacher explained the material through the Story Bird application, the students found a new word, the teacher told the students to record it in their book, so when students found the new words again the

students already knew the meaning. The teacher also gave a few moments for the students to take notes. Based on the transcript of the researcher,

Guru menginstruksikan kepada murid-murid bahwa setiap menemukan kosa kata baru silahkan ditulis dibawah kata tersebut.

"Silahkan sambil bolpennya dipegang, ketika saya mengartikan silahkan katanya di artikan. Jadi ketika besok saya tanyakan lagi biar tau bahwa pernah menulisnya." (TranscriptEnglish Teacher on Wednesday, on Maret 20th 2019)

Based on observations, the researcher found that the teacher tried not to be monotonous in teaching, so she used various techniques in teaching Narrative text. The use of the Story Bird application is a teacher innovation to help students understand the material easily and make the students more active during the teaching and learning process. The techniques used by the teacher such as applying translate. Based on interviews with English teachers on Wednesday, March 27, 2019, Story Bird is very helpful, because it is not monotonous in writing, with images from this application increasing students' enthusiasm for learning.

"Sangat membantu sekali, yang namanya ada tampilan lain daripada yang lain. Kalau siswa selalu monoton dikasih tulisan terus kan juga bosen. Dengan adanya Story Bird meskipun dalam slide gambar-gambarnya itu sangat membantu dan itu menarik kemudian bisa menjadi motivasi siswa untuk bisa pengen tau lagi, itu cerita apa to? Kok ada gambar seperti itu, itu bisa menjadi salah satu motivasi juga. Kemudian bias dikembangkan lagi bila ada materi tentang Story Bird kita bisa kembangkan lagi agar jauh menarik lagi dengan videonya. Story Bird ini merupakan salah satu aplikasi menarik bagi siswa dengan gambar gambar yang sesuai dengan cerita." (Interview with English Teacher on Wednesday, on Maret on 27th 2019)

3.2 The Teacher'sProblem in Story BirdApplicationApplied in TeachingNarrativeText

The first problem can be derived from the teacher itself. The problems make the teacher can't teach their students effectively. The teacher's image problem with a

story that is not appropriate and there is no video review at the end of the display of the Story Bird application. The teacher's problem is described as follow:

3.2.1   The picture is incompatible with the story

Story Bird application is an application that makes it easy for users to create stories, and beautify the story with various images that have been available from the application. However, based on the observations of the researcher on English teachers, it was very disappointed because of the images presented in Storybird application incompatible with the storyline in the form of Narrative text entitled Mouse deer and Crocodile. Based on the interviewer researcher, the English teacher said:

"........Tapi hati-hati dalam pemilihan gamba-rgamba rdan pas dengan ceritanya. Semisal cerita kancil dan buaya, maka gambar-gambarnya yang pas sesuai dengan cerita itu, jadi tidak semata-mata Cuma gambar kartun acak sekali. Kalau materinya tentang kancil dan buaya, maka yang ditampilkanya harus ada kancil dan buayanya. Gambar itu benar-benar agar membantu apa dari isi cerita tersebut. Selama gambar itu sesuai maka akan membantu siswa, tapi kalau tidak sesuai maka akan menganggu kosentrasi siswa."(Interview with English Teacher on Wednesday, on Maret on 27th2019)

This image is very important because indeed when it is not in line with the storyline, students are not interested in the material. But it would be very interesting if the story with the picture is appropriate, because students are bored with the usual things in their books.

3.2.2   There is no video review at the end of the display of the Story Bird application

To solidify a material it is necessary to mature properly. One of them is a review video or a summary of the material that has been studied. So students will remember exactly what they learned today. And this video will be interesting for students, because the Narrative story will go directly into the memory of the student. Based on researcher interviews with English teachers:

"..... Kemudian bias dikembangkan lagi bila ada materi tentang Story Bird kita bisa kembangkan lagi agar jauh menarik lagi dengan videonya. Story Bird ini

merupakan salah satu aplikasi menarik bagi siswa dengan gambargambar yang sesuai dengan cerita.''(Interview with English Teacher on Wednesday, on Maret on 27th 2019)

".... Apalagi di akhir ada ulasan secara video pendek maka akan jauh lebih baik lagi, maka cerita Narrative itu akan langsung masuk ke memori siswa-siswa semua.''(Interview with English Teacher on Wednesday, on Maret on 27th2019)

The lack of videos in the Story Bird application is not very significant, but if this application can display a review video or a summary of this Narrative story, it will be even better in the future.

3.3 The Student'sProblem in Using of Story Bird Application in TeachingNarrativeText

The problems faced by students are almost the same as those faced by the English teacher. The problem from the students was described as follows: The picture displayed in the Story Bird application in the Narrative text story entitled Mouse deer and Crocodile is very incompatible. This is the same as what faced by English teacher. This problems were stated on the students in the interview:

"Karenagambarnyatidaksesuaidenganmaterinya."(Interview with Respondent 1on Wednesday, on Mareton 27th2019)

There are also students who say that the stories and pictures are the same as those in their books.

"Tidak, karenasamadengan yang dibuku."(Interview with Respondent 2on Wednesday, on Mareton 27th2019)

In addition, incompatible images can influence student concentration. Even less colorful images reduce the interest of students in this Narrative text story material. The students complained that the images displayed in the Story Bird application are less colorful, it does not match the student's expectations of this application which hoped to be very colorful.

"Gambarnyakurangberwarna."(Interview with Respondent 3on Wednesday, on Mareton 27th2019)

This application made it is not easy. Because one student said that he was increasingly difficult to understand. Based on interviews with students:

"Tidakperlu, karenamenambahbingungsiswa."(Interview with Respondent 1on Wednesday, on Mareton 27th2019)

3.4 The PossibleSolution to Solvethe Teacher's Problem in the Use of Story Bird Application

As mentioned above that there were some problems faced by the teacher in theuse of Story Bird application, there were some solutions to solve the problem, they are:

3.4.1 The Possible Solution for Images Which usincompatible with stories

To solve it, the teacher recommended that this application be updated so that you can choose images freely. The initially random ones which ultimately make the image incompatible the story, which actually made the concentration student's declined. The English teacher hopefor make this application better. Based on researcher interviews with English teachers:

"... *seandainyagambar random itudihilangkandan di fikskan saja. Secaraaplikasi, ketika kita memasukanceritaparagrafpertamamakagambarnyasesuaudenganparagrafpert ama.Jadi di fikskan, jika di random nantimunculnyaapagambarnyaapa, makaituakanmemecahkankosentrasisiswa. Kalaumisalaplikasiinibisadiperbaharuidenganmemfikskangambaritu, makaguru perlumenggunakanaplikasi ini..."* (Interview with Mrs. Yayuk On Wednesday, 27 Maret 2019)

Because indeed the images in this application play an important role so that updates are needed. Based on interview researcher with English teachers:

"...Gambaritubenarbenar agar membantuapadariisiceritatersebut. Selamqgambaritusesuaimakaakanmembantusiswatapikalautidaksesuaimakaak anmemganggukosentrasisiswa."(Interview with English Teacher on Wednesday, on Maret on 27th2019)

3.4.2 The Possible Solution for no video review at the end of the display of the Story Bird application

This problem can be solved by updating the Story Bird application itself, it will be far more interesting to this application. Because indeed the teacher will be helped

by the video to ripen the memory of students in the material presented. Based on researcher interviews with English teachers.

"... Apalagi di akhir ada ulasan secara video pendek maka akan jauh lebih baik lagi, maka cerita Narrative itu akan langsung masuk ke memori siswa-siswa semua."(Interview with English Teacher on Wednesday, on Mareton 27th 2019)

And don't forget if the Story Bird application adds a video feature to review material or stories, it will be much more interesting to use this application. Based on interview researcher with English language teachers:

"*... Kemudian bisa dikembangkan lagi bila ada materi tentang Story Bird kita bisa kembangkan lagi agar jauh menarik lagi dengan videonya.Story Bird ini merupakan salah satu aplikasi menarik bagi siswa dengan gambar-gambar yang sesuai dengan cerita."*(Interview with English Teacheron Wednesday, on Maret on 27th 2019)

4. CONCLUSION

This research investigation showed that the English teacher as well as the students who used the Story Bird application encountered several shortcomings, which include the incompatible of images to the storyline and no video review of the material at the end of the material. Furthermore, the problems might be the cause of the decreasing level of concentration of students in paying attention to the material. It even became a student's lack of interest in this Story Bird application.

In short, the Story Bird application requires some updates based on the lack of the English language teacher. Picked the images freely and add a review of the video at the end of the material are the update needed for the Story Bird application to make it even better, the course will increase the interest of English teachers to use this application and increase student interest in paying attention to the material using the Story Bird application.

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