

# IMPROVING THE SEVENTH GRADE STUDENT'S NARRATIVE WRITING ABILITY THROUGH STORY TELLING VIDEO AT SMP N 1 KEDIRI

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan menulis siswa kelas VIII SMPN 1 Kediri melalui Storytelling with video. Mendongeng adalah teknik mengajar menulis. Di bawah pengambilan penelitian ini terutama didasarkan pada studi pendahuluan. Subjek penelitian adalah siswa kelas VII SMPN 1 Kediri tahun pelajaran 2020/2021. Subjek berjumlah 30 orang yang terdiri dari 21 laki-laki dan 9 perempuan. Desain yang digunakan adalah desain penelitian tindakan kelas. Penelitian dilakukan melalui penerapan storytelling with video dalam dua siklus dan data yang diperoleh dianalisis secara kualitatif dari pre-test, post-test 1 dan post-test 2; kemudian secara kualitatif dari kuesioner. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan keterampilan mata pelajaran menulis paragraf deskriptif, pra siklus (72,7) sampai siklus I kemudian meningkat pada siklus II (87,8). Selain itu, angket membuktikan bahwa respon subjek terhadap penerapan storytelling dengan video adalah positif selama proses belajar mengajar. Singkatnya, penelitian ini menunjukkan bahwa keterampilan menulis siswa kelas VIII SMPN 1 Kediri tahun ajaran 2020/2021 dapat ditingkatkan melalui mendongeng dengan video.

**Kata kunci:** peningkatan, bercerita dengan video, dan keterampilan menulis.

## ABSTRACT

*The study aims at figuring out the improvement of writing skill of the eighth grade students of SMPN 1 Kediri through Storytelling with video. Storytelling is a technique of teaching writing. The under taking of the research was mainly based on the preliminary study. The subjects were the seventh grade students of SMPN 1 Kediri in academic year 2020/2021. There were 30 subjects which consist of 21 males and 9 females. The design was classroom action research design. The research was carried out through implementing storytelling with video in two cycle and the obtained data was analyzed qualitatively from the pre-test, post-test 1 and post-test 2; then qualitatively from questionnaire. The result showed that there was significant improvement of the subjects skill in writing descriptive paragraph, pre-cycle (72.7) up to cycle I then, it improved in cycle II (87.8). In addition, the questionnaire proved that the subjects responses toward the implementation of storytelling with video was positive during the teaching learning process. In short, the study showed that writing skill of the eighth grade students of SMPN 1 Kediri in academic year 2020/2021 can be improved through storytelling with video.*

**Keywords:** improving, storytelling with video, and writing skill.

## 1. Introduction

Writing is a medium to communicate with each other that represents language through signs and symbols. Other than writing, there are three skills that should be mastered by students in learning English and writing one of the most important skills. We can communicate with other using signs and symbols instead of speaking. In addition, writing skill provides the students with the ability to produce imaginative, creative ideas as they have the opportunity to think and re-think the ideas to make it more interesting. Patel and Jain (2008:125) state that writing is essential feature of learning a language because it provides a very good means of fixing the sentence pattern. To be able to share our thoughts through writing, we have to master grammar, have broad vocabulary and have correct spelling.

So video story telling can help students writing skills because in our opinion, students will find it easier to learn when watching videos. Especially by using online classes. Students will be

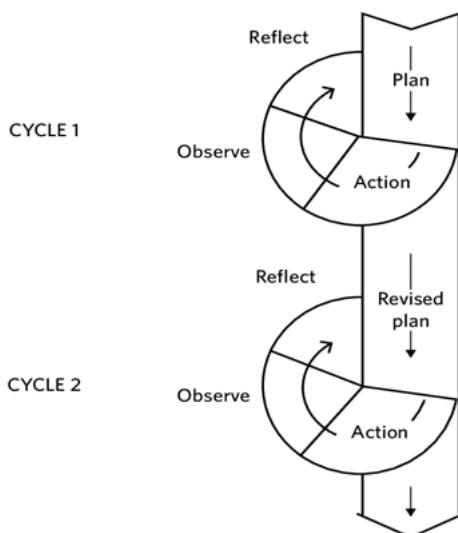
more interested in listening while looking at the pictures on the video and they will understand more quickly with short explanations and pictures in the video story telling.

How does the application of story telling video improve the students narrative writing ? To understand easier teaching and learning about writing using video media in online classes.

This study was concerned with Video Story Telling to Improve Writing Skill in SMPN 1 KEDIRI in Academic year 2020/2021 in conducting this classroom action research. To make the readers clearly understands this research, to avoid misunderstanding and to clarify what the variables in the study means, the key terms that were used need to be operationally defined. They are writing skill with story telling video at online class. To make it clear, the researcher would like to explain the terms which are used in the study and explained below.

## 2. Research Method

This present study was made online class action research design. Ferrance (2000) defines action research as a process in which participants test their own knowledge carefully using the techniques of research. The goal of the research design that is used in this study is to take action based on the finding of the study Ary et al. (2010:534). Action research is simply an organized, proven, and reliable process for ensuring that you use the data in your classroom to evolve into the high-quality educator that your students need and deserve (Pelton, 2010:5). What is students' weakness in learning English, what method that can solve the problem it will be answered through the observation? If one method fails, we can try another method. In this online class action study, the teaching-learning process was divided into some cycles in which each cycle consists of two sessions. Each session consists of four interconnected activities, namely: planning, action, observation, and reflection. The purpose of the action research was done by the researcher in doing this study. The process of this classroom action research is adapted from Kemmis and McTaggart in Burns (2010:8). The research procedures which is used in this classroom action research, namely initial reflection, planning, action, observation, and reflection in which the process was continued to the next cycle if the result in the previous cycle is failed or unsuccessfully. The design of the action research study can be seen in the following chart:



From the chart above, planning is the first step of the cycle. In planning action research, it should reflect upon the issue which will be explored in the research (Pelton, 2010:11). It was assumed that planning the action research focus on the problem that was found in the real condition. In addition, Chisaka et al. (2013:20) state that planning, the researcher should consider the people involved and their contributions; decide how data are going to be generated; decide the research procedures such as sampling, crafting of research instruments,

administering of research instruments and acquiring materials, and decide the means of solving the problem. In other words, all things needed in action research should be well-prepared in planning. The subject that researcher used in this research was the odd semester students of seventh grade at SMPN 1 KEDIRI . This class consists of 30 students. Consisting of 13 girls and 17 boys.

The writer need 3 months to do this research

Collecting the data was an important step to answer the research problem under study. It is to gather the data needed from the subjects in the teaching and learning process, the researcher administered the research instruments. There were two kinds of instruments. There are tests and questionnaires. The tests divided into 2 there were in the beginning before taught by the researcher technique (pre-test) and in the end after the students of subjects taught by the researcher technique (post-test). The study was begun by observing the writing ability of the students. The students was given a video and they write a narrative paragraph by their own words. The researcher was observed the writing ability of the student's worksheet. In the post-test, the observed was test students writing ability and score them using writing assessment and rate their writing ability. The pre-test is conducted before the action is undertaken. Pre-test aimed at measuring the writing skill of the subjects before the implementation of online class with video in the goggle classroom at SMPN 1 KEDIRI . The steps for applying online class with video by using goggle classroom at SMPN 1 KEDIRI consist some steps. First, the students join to the goggle classroom and fill the attendance list. Second, read carefully the rules that was given watch the video. Third, the students made a narrative paragraph based on the video was given by the teacher and send it when the students finished their own paragraph. The teaching-learning process is conducted after the pre-test. Furthermore, the post-test is conducted at the end of each cycle after the action.

Both of the tests are in the form of a paragraph. The pre-test and post-test are scored by using a scoring rubric. At the end of the last cycle, the researcher administered the questionnaire which to know the responses of the subjects toward the implementation of the online class with video as a media in improving their writing skill in teaching and learning process. After the treatment in teaching writing through online class with video as teaching media, the post-test gave to find the result of the action. The post-test result data showed the subject's progress achievement in writing a narrative paragraph. The last for collecting the data questionnaire. This is given at the end of the cycle and scores of questionnaires measure the subjects changing learning behavior in writing narrative paragraphs through online class with video at SMPN 1 KEDIRI .

After the data gathered, they was calculated. Furthermore, the data from the pre-test and post-test were calculated in order to find the mean score of the subjects and they were also to find the answer whether or not the subjective of the study could be reached through the implementation of the online class with video at SMPN 1 KEDIRI as a media to improved writing skill of the eseventh-grade students of SMPN 1 KEDIRI . The data was obtained from each cycles' result score to compare each cycle through story telling technique gives significant influence to students' writing ability or not. The data will be analyzing the students' mean score of pretest and posttest. There are some steps of collecting data. First, the students join to the goggle classroom and fill the attendance list. Second, read carefully the rules that was given and watch the video. Third, the students made a narrative paragraph based on the video was given by the teacher and send it when the students finished their own paragraph. The post-test result data showed the subject's progress achievement in writing a narrative paragraph. The last for collecting the data questionnaire. The obtained data are collected and note.

### 3. Research finding

The objective of the study was to figure out whether or not the writing skill of the seventh-grade students of SMPN 1 KEDIRI especially in class VII C in the academic year 2020/2021 can be improved through story telling video. The writing skill which was improved in this study focused on writing narrative paragraph. The research design was used in this study was google classroom action research. In doing the google classroom action research, all of the data which were needed in this study were collected by using questionnaire. Questionnaire was also needed to support this study. In doing the classroom action research, all of the data which were needed in this study were collected by using two instruments such as test and questionnaire. The test was divided into two tests named pre-test and post-test. The pre-test was given before applying the technique and the post-test was given at the end of each cycle. Besides, the questionnaire was also needed to support this study in which it was given at the end of the cycle II session 2. Moreover, this research also consisted of two-cycle, namely cycle I and cycle II in which each cycle consisted of two sessions. In cycle I, the researcher collected the data of cycle I by administering the post-test 1. The data of cycle II was obtained by administering the post-test 2. All of the data which was obtained in cycle I and cycle II were collected and analyzed by the researcher to know the success of using story telling with video in improving writing skill. After collecting the data in cycle I and cycle II, the researcher also gave the questionnaire to get additional data in supporting this research.

Besides tests, the researcher also collected the data by administering the questionnaire as additional data. There were ten questionnaire was administered in the last cycle or in cycle II to support the data which were found in this study. The result of the questionnaire was presented in the following table. After scoring the subjects' narrative paragraph writing in the pre-test, it was found that from 30 subjects who followed the pre-test, it was obtained the total score of the result of the pre-test was 1425. To get the mean score of the subjects' narrative paragraph writing skill in pre-cycle, the researcher used the formula of the mean score which was calculated as follows:

$$\text{Mean score of pre-test} = (\sum x)/N = 1425/30 = 47.5$$

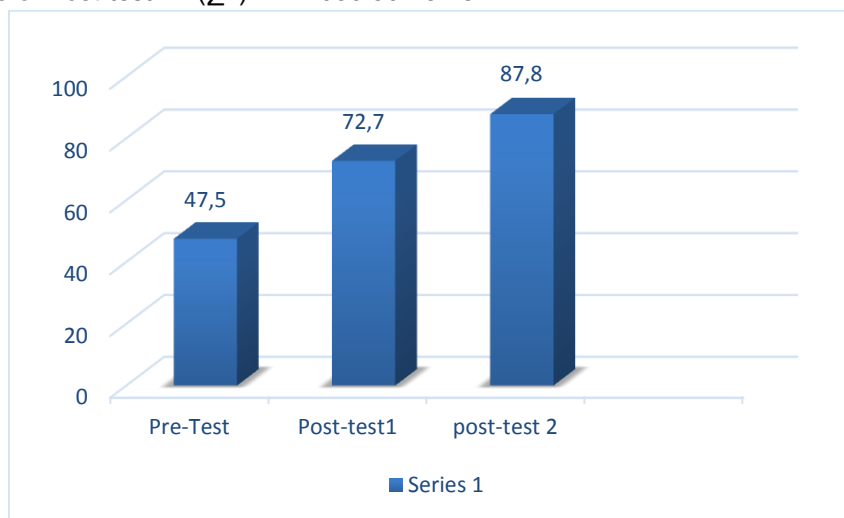
During the teaching-learning process, the researcher was not only as of the teacher but also as the observer. In the observation, the researcher observed how the subjects responded to the application of think pair share in the teaching-learning process especially in writing a narative paragraph. To obtain the data, whether or not the subjects' writing skills could be improved after applying story telling with video, the researcher then gave post-test 1 and it was followed by 30 subjects in the class. Based on the calculation of the post-test 1, there were obtained the total score 2181 to get the mean score of the subjects' writing narrative paragraph in cycle I, the researcher calculated the mean score by using the following formula:

$$\text{Mean Score of Post-test 1} = (\sum x)/N = 2181/30 = 72.7$$

The reflection was done by analyzing the result of the observation and the result of cycle 1. The result of the analysis above showed that there was an improvement of the subjects' mean score in narative paragraph writing from pre-cycle to cycle I because 11 subjects could achieve the minimum passing grade. It showed that story telling could improve the subjects' writing skills especially in writing a narative paragraph. In addition, it showed that the writing skill of the subjects increased from the result of the pre-test after they were taught by using story telling with video. The teaching and learning process always produces two interconnected contexts namely teaching and testing. In the research, to know the subjects' writing skills in writing a narrative paragraph, the researcher administered post-test 2 to know the improvement of the subjects' achievement in writing narrative paragraph after they taught by applying story telling with video in cycle II. The post-test 2 was followed by all the subjects in the class which was 30 students. Based on the calculation of post-test 2, it was obtained the total score of 2636.

To get the mean score of the subjects' narrative paragraph writing in cycle II, the researcher used the following formula:

$$\text{Mean Score of Post-test 2} = (\sum x) / N = 2636 / 30 = 87.8$$



From what has been mentioned before, the research design used in this study was classroom action research which used cycles of planning, action, observation, reflection. In addition, this research was begun by initial reflection in pre-cycle which aimed to find the factual problem which was faced by the subjects of the study in learning English especially writing.

To gather the data, the researcher administered the questionnaire. The questionnaire was used to know the subjects' responses on the application of story telling with video teaching narrative paragraph writing. In the questionnaire, the subjects' total responses of option SA was 655, option A was 484, option U was 144, option D was 0 and option SD was 0 (see table 4.2) for the calculation of the comparative percentages of the subjects' responses on the questionnaire could be shown as the following computation:

$$\text{The total percentage of option SA} = 655 / 1283 \times 100\% = 51\%$$

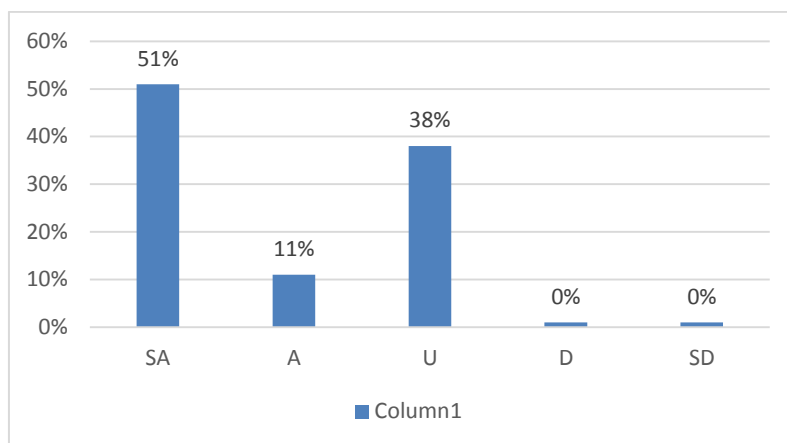
$$\text{The total percentage of option A} = 484 / 1283 \times 100\% = 38\%$$

$$\text{The total percentage of option U} = 144 / 1283 \times 100\% = 11\%$$

$$\text{The total percentage of option D} = 0 / 1283 \times 100\% = 0\%$$

$$\text{The total percentage of option SD} = 0 / 1283 \times 100\% = 0\%$$

Based on the data which were obtained in the pre-test in cycle II showed that there was a significant improvement of the subjects' achievement in writing narrative paragraph from pre-test, post-test 1, post-test 2 with yielded a figure of 84.55. In addition, the success indicator the researcher determined is 75% of the subjects should achieve the minimum standard score, while all the subjects had achieved the minimum passing grade of the seventh-grade students of SMPN 1 KEDIRI that was 70. The improvement showed that the success indicator which had been determined in this study had been achieved by the subjects in cycle II. Therefore, the research could be ended in cycle II. This result it was supported by the percentage of the questionnaire which showed that 51% subjects were strongly agreed; 38% of the subjects agreed; 11% of the subjects undecided; 0% of the subjects disagreed and 0% of the subjects strongly disagreed with the application of story telling with video in improving narrative paragraph writing. The progressing achievement of narrative paragraph writing ability could be described in Graph 4.1 and the responses toward implementation story telling with video could be described in Graph 4.2.



The results of post-test 1 and 2 are also supported by the results of a questionnaire which shows that 51% of the subjects strongly agree, 38% agree, and 11% have doubts about the implementation of online classes with video story telling media in learning. This shows that the online class method with video story telling media is an effective technique to improve the subject's writing skills, especially in writing narrative paragraphs. Based on the findings of pre-cycle, cycle I and cycle II, the purpose of this study was to determine whether the writing skills of grade VII students of SMPN 1 KEDIRI in the 2020/2021 academic year could be improved or not. Through online classes with the media of video story telling has been answered. This shows that the subject's writing skills in writing narrative paragraphs can be improved through the online class method with video story telling media. The success of online class learning using video story telling media in improving the writing skills of the subject is shown from the results of all the tests conducted in this study. By looking at the achievements of the subjects, it is clear that the application of online classes with video story telling media in the teaching and learning process can improve the ability to write narrative paragraphs on subjects.

#### 4. Conclusion

This research was implemented to the second grade students of SMPN 1 KEDIRI started on march 2020, during the second semester of the academic year of 2020/2021 This program was successful to improve the speaking skill of the VIII C students at SMPN 1 KEDIRI by using videos. The research was in pretest and posttest, posttest carried out in two cycles was effective in improving the narrative writing ability through story telling. The actions consisted of the use of videos as modeling of the input text combining with the use of communicative speaking activities, such as, discussions, giving feedback and re-telling story.

This research was conducted on second grade students of SMPN 1 KEDIRI starting in march 2020, during the second semester of the 2020/2021 academic year. This program succeeded in improving the speaking skills of VIII C students at SMPN 1 KEDIRI by using video. This research is a pretest and posttest research, the posttest conducted in two cycles is effective in improving narrative writing skills through story telling. Action consists of using video as input text modeling combined with the use of communicative speaking activities, such as, discussion, giving feedback and retelling stories.

After carrying out two cycles, the researchers found several effective ways to improve the narrative writing skills of seventh grade students of SMPN 1 KEDIRI by using video story telling. in the 2020/2021 school year. First, the act of using video can attract students' attention and motivation in the teaching and learning process. The use of video also makes the classroom atmosphere more relaxed and fun so that students are interested in expressing their feelings. This is an effective way to make them more confident. Second, students can have a better understanding of the use of English in real situations because they get a proper model of

speaking English through videos. Third, they also have sufficient opportunities to have the ability to write punctuation marks and mechanics, content, and grammar and sentence structure and have the opportunity to practice speaking so that they can speak fluently and confidently. The combination of using video storytelling, such as discussion, giving each other feedback and retelling a story, can make students write narrative well and can speak English. The feedback given by the researcher and his team members in the group was able to make them aware of their mistakes and not repeat them. Some students still mix English and Indonesian in the discussion but they follow the activities enthusiastically in learning. So that the teaching and learning process becomes more interactive and communicative. Repeating writing narrative paragraphs with other stories can make students better.

Students subject 20 who only got 49 in the pre-test, were able to increase their score to 80 in the post-test cycle II. This shows that they made considerable improvements in several aspects of Narrative writing, Grammar and Sentence Structure, Punctuation and Mechanics, format and content.

## **APPENDICTS**

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