DIGITAL STORYBOOK TO IMPROVE WRITING NARRATIVE: THE TTW STRATEGY PRESENTED AND TESTED

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Abstract

Internet activity is an ICT (Information, Communication and Technology) provides opportunities for students in learning through digital story books that are presented in an interesting way and directly contribute to the improvement of the ability to write narrative. The think-talk-write strategy (TTW) is based on the development of thinking skills, verbal and written communication. The flow of progress of this strategy starts from the involvement of students in thinking or dialogue with themselves after the process of reading the story and share ideas with friends before writing. This research used collaborative classroom action research designs, researchers and teachers worked together in conducting research. This study was carried out in a series of cycles that refer to class action research procedures namely, planning, implementing, observing, and reflecting. The research data was collected through several instruments, namely the students' writing sheets, questionnaires, and observation checklist. The subjects of this study were 30 seventh graders of junior high school. The average value obtained during the preliminary study was 62. The value increased to 75 in cycle 1. In cycle 2, the average value obtained increased again to 80.5. The use of digital storybook is highly recommended to improve the ability to write narrative.

Keywords: *Digital storybook, Think-Talk-Write Strategy, Writing Narrative*

INTRODUCTION

Digital storybook is an activity to combine narrative stories with digital content, in which there are images, sounds, music, and videos, resulting in an interesting short film and can be made in instructional formats for teaching, persuasive, historical, or as a reflective activity. Many educational experts believe that digital storybooks can be applied to some subjects, and can accommodate a variety of student learning styles. Moody (2010, p.23) says that many parents and educators use it, for some reason that is efficient, cheap, and very accessible with the many titles of books provided (Troy and Carol, 2011, p.5-8) Jeoung 2010, p.391) revealed that digital storybooks are accessible 24 hours a day this way can be used by teachers in teaching and learning processes that support the curriculum.

From the statement above, it can be concluded digital storybook is widely used because it has several advantages of ease of access and can support the learning and teaching process. Moody (2010, p.36) says that the digital storybook has a variety of features equipped with sophisticated technology. Troy and Carol (2011, p.5-8) also revealed the same thing that the digital storybook is provided in two forms: online websites and personal electronic devices equipped with digital equipment features how to read words and comes with the definition of the word selected to help students learn the meaning of words they have not known before. Vanessa (2012) states that the digital storybook also has oral reading feature which means that the digital speaker emit sound followed by text, sound effects, animation, explanation of word definitions and some games.

Explained that when students read a story and they do not know the meaning in the story then they can click on the word and listen to the explanation so that vocabulary can grow and can understand the story more easily. Furthermore, the digital storybook comes with the 'previous (backward)' and 'forward' buttons. Both buttons can be used by students to read and listen to the story repeatedly.

Previous research on storybook related narrative storytelling story ever done in previous research that is discussing digital online system used in learning for early childhood at the preschool level, the kindergarten and junior high school digital systems used are simple and accessible (Reinders, 2011; Rambli, 2012; Campbell, 2012; Azfar, 2013; Smeda, 2014; Brenner, 2014). Digital storybook is an online media delivered through the sequence of events in words, pictures, sounds and music by adding everything in it with one purpose that is effective. Digital storytelling on learning can be done inside or out of class. Azfar added in online learning using the Augmented Reality system that can be used in storybook concept. In addition, at the university level of digital storybook research has been done by Mokhtar (2011). Focus on the problem of writing and communicative skills, so digital online media is an option to solve the problem. Making development design was done to facilitate the delivery of messages narrative story content. In this research is good but still many shortcomings. What has not been done is to combine online media and learning. From the statement above, the conclusion can be drawn the researchers revealed that the digital storybook provides several features that have different functions and equipped with digital technology components that provide animation facilities, sound and text that support the learning process for students. Digital storybook has many benefits. Smeet and Bus (2012: 15) mentions that digital storybooks give students the opportunity to learn a lot of the vocabulary they find in a text. So it can grow, develop and improve students' language skills such as vocabulary, reading, phonology, and understanding the content of a story.

Writing is a skill in teaching English of course has some important indicators of writing attitudes, apprehension and self-efficacy. Writing class for children in explaining a story is not enough just to get them to write on paper, but more to the concept of writing (Alluhabyi, 2014, Chen, 2016). English foreign language is more difficult because children should have enough vocabulary and understand simple patterns in writing before they write stories (Akbari, 2015; Sanz, 2015; Robin, 2016; Educate, 2017). Then narrative stories relate to the genre of the story of orientation, complication, evaluation and re-orientation. Types of narrative are also diverse: fable, myth, legend, folklore and other types of children's stories. In previous studies as described in Moezzi's (2017) study that in English language learning for children in explaining a story must has a special way that is easily understood child. Especially for Junior High School students. In the study there are still many shortcomings because it only discusses the indicators of writing manually. The difference with this research is combining online media with learning strategies on writing skills for all levels of education ranging from preschool, kindergarten, junior and senior high school.

The Narrative text describes an imaginative event systematically and

serves to entertain the reader. It has a generic structure, the first orientation that contains the opening scene, the introduction of characters and background in the story. Second, complications begin to appear problems. Third, resolutions are problem solving and the last re-orientation is optional, but usually contains the state of the character after the conflict is overcome. Harrasi (2012: 51) states that storytelling is one effective way to teach children. Stories can deepen students' understanding, develop their imagination and improve their language skills.

From preliminary study result, it is concluded that many problems in writing narrative learning are difficulties in pouring ideas and ideas in a writing because of lack of reference when writing, boring learning pattern due to lack of innovation in media and learning technique. As a result students are less motivated to put ideas into writing. Teaching writing skills to students is not an easy task, teachers need to find good media to attract students' attention in the learning process, and so monotonous teaching techniques can be avoided. As a good teacher should be able to find the right media to facilitate the learning system in the classroom. Another problem is also mentioned that teachers never use digital or online media in learning, even though the school environment is equipped with internet network.

From some explanations and problems above, the researcher uses a cooperative think-talk-write learning strategy combined with the use of digital media storybook to overcome difficulties in writing narrative. Think Talk Write (TTW) is learning where students are given the opportunity to learners to start learning by understanding the problem

first, then actively engaging in group discussions, and finally writing in their own language the learning outcomes. The think-Write Strategy which means that this strategy is more dominant in organizing ideas and further refers in the writing. The TTW strategy is chosen because it is in line with the writing process put forward by the specialist. What's more, activities in this strategy can help students in learning to write narrative texts. The problem in this research is how digital storybook to improve writing narrative is: The TTW strategy presented and tested? And the purpose of this study is to describe how the digital storybook and the think-talk-write strategy (TTW) can improve the ability to write narrative junior high school students.

RFESEARCH METHOD

This research was intended to solve a problem in teaching writing. Therefore, the design of this research was classroom action research (CAR), according to Kemmis and McTaggart (2014, p.5) and Ary et al. (2006, p. 539) action here is a strategy on some of the obstacles that arise. According to Koshy (2005) the purpose of action research is to propose the media in the learning and learning process to overcome the problem of students in mastering certain topics. In this case the collaborative action research design was applied because the researcher works together with the teacher in the class in teaching English subjects at junior high school. This study follows CAR steps that include four things: implementation, observation, and reflection. The study was conducted in two cycles. This was done to solidify the method being tried in order to obtain a clear picture. To get the actual information, the preliminary study was conducted by researchers and collaborators

in analyzing the phenomenon that emerged in the learning process. Thus the problem can be detected and solved. The data obtained concerns the real condition of the problems faced by teachers and students in the learning process. Planning was the stage where careful preparation made before taking action. In this section, the authors present: (a) learning strategy (b) learning implementation plan (c) success criteria and (a) learning strategy.

The subject of this research was the students of SMPN 6 Jombang class 7-A consisting of 30 students. The subject of this research was writing narrative, researcher used digital media storybook combined with think-talk-write strategy. This study used four kinds of research tools, namely student's worksheet, observation checklist, and student's questionnaire. Student's worksheet was the end result of the student's narrative text. In this case, there were three kinds of student's worksheets, each of which was obtained during the preliminary study, cycle 1, and cycle 2. Observation checklist was a list of teacher activities observed by the researcher during the class. Observation checklists were used to determine whether the teacher was doing in the classroom according to the structure or framework of writing the correct narrative text. The notes taken during the observation process as a complement to the observation checklist. While student's questionnaire was used to collect information from the students about the actions performed by the teacher. Each of the research tools would support each other.

FINDING AND DISCUSSION

Before entering cycle 1, firstly done the initial test on the students' ability to

write a narration of 30 students of grade 7-A. This test aimed to determine the ability to write on elements of organization, content, craftsmanship and mechanics. The test was guided by a theme raised from the story entitled "Cinderella". The test lasts for 60 minutes. The average ability of students to write a narrative is 62, Based on the findings of the final value of writing a narrative on prelimary study it was known that the students' ability to write a narrative did not reach the standard of completeness set out in the study. Supporting data using questionnaires with 35% writing difference writing in English, 25% said they had never been taught using online media, 20% were bored with the classroom learning patterns taught by their teachers, and 20% less references in storybook reading and observation checklist concluded that the teacher had never used the digital media storybook with the application of TTW strategy, so far the teacher used the student worksheets because they still did not understand well about ICT and related media in it.

The next stage in planning, researchers prepared learning tools that include teaching plans, curriculum, syllabus, materials and assessment guide. Learning devices used at the time of the research including preparing the material online because this study using digital storybook that can be directly accessed through the internet. Then, the implementation stage, the researcher made the schedule of research that was in cycle 1 which consist of 2 meetings, each meeting contains the teaching stage of pre-activity, whilst-activity and post-activity. Also included the TTW strategy stage of think-talk-write. Furthermore, observing the researcher using several instruments as supporting data of instrument result on

cycle 1 and 2 on questionnaires with 40% result feel happy and no longer difficult to write writing narrative since using digital media storybook, 30% interested in online learning pattern, 30% motivated to write narrative in English, while for the results of the teacher checklist when the classroom learning better, the teacher was more creative in using the digital media storybook and the class became fun. The last was reflecting, where researchers re-analyzed the results of the application of digital storybook and TTW, including researchers made some improvements in cycle 1 so that later when the research on cycle 2 results better and achieve mastery.

Based on the characteristics of classroom action research, the results of the learning process in the first cycle conducted in two meetings so as to obtain the data achieving the success of students writing narrative through a combination of the use of digital storybook and the strategy of think-talk-write. At the first meeting of cycle 1 student were asked to online digital storybook with some title of the story determined by the researchers namely Sangkuriang and Pinokio. Students just read and observed the story and then concluded the story content (the stage of think), then each student tells to their friend by using their own language (the stage of talk) and the role of the teachers accompany students when learning took place and helps if there were students who have difficulty. Then at the writing stage students were asked to write stories with the same theme as what they seen in the digital storybook but write it by using their own language, students were free to express the contents of the story (the stage of write). At the second meeting on cycle 1 the students write the story, after the students' writing result was examined by

the teacher by using the assessment guidance, so that the result, the number of students 30 grade 7-A junior high school SMPN 6 Jombang, on the assessment of organization 15 students got 67, 8 students got score 70, and 7 students got score 75. In content assessment 20 students got score 70, 7 students got score 72 and 3 students got score 75. Next on craftsmanship assessment 18 students got score 70, 7 students got score 73 and 5 students got a score of 74.5. Lastly on the assessment of mechanics 22 students got the value 72, and 8 students got the value 75, so the average class score obtained 75 so declared not successful because the value obtained has not met the requirements of success. From the value of the writing ability was clear above, that the lowest value was in the ability of the organization and content, which means that students had not been able to write the structure of the story well.

The result of cycle 2 was different from cycle 1, in cycle 2 the researcher did some improvement on the application of digital storybook using think-talk-write as a strategy in classroom learning. The first improvement formed 6 groups consisting of 5 students; in contrast to cycle 1 was not group but individual. Second improvement, students were welcome online to search stories through digital storybooks by choosing titles they like, they read the story up to three times, and then each student writes difficult vocabulary in front of the class. The teacher gives other students the opportunity to write the meaning of the difficult vocabulary (the think stage). The improvement at the talk stage, each group appoints one of the students to exchange stories to another group, with the system alternating from one group to another so that each group gets 6 different stories. The

next stage was writing, where students were welcome to write stories whose themes were choose one of the story titles told by each group representative. Upon completion of writing, the results of the writing were exchanged to other friends and conducted peer assessment using assessment guides provided by the researcher. After being assessed on the elements of organization, content, crafmanship and mechanics, students were asked to go online and search for stories through digital storybooks in accordance with the title of the articles that have been assessed, they adjust whether the content of the story was the same as the writing. From activity of cycle 2 got values as follows, on assessment of organization 22 student got value 80, and 8 students got value 80.5. While the content assessments there were 25 students with 80 and 5 students score 79.5. Next on craftsmanship assessment there were 15 students with a value of 79.5. There were 10 students with 80 score and 5 students with 80.5 score. The last assessment was on the mechanic where 20 students got the score 80 and 10 students got the value 80.5. From the value data it can be concluded that there was an increase of the average class from cycle 1 with value 72 and cycle 2 rises to 80.5. So it can be concluded that this research was successful and the used of TTW (think-talk-write) strategy used online digital storybook media can be recommended as one of the reference in learning English especially on narrative writing skills. A summary of the values of preliminary studies, cycles 1 and 2 can be seen in the following tables 1 and 2;

Table 1. The result of each student at each stage
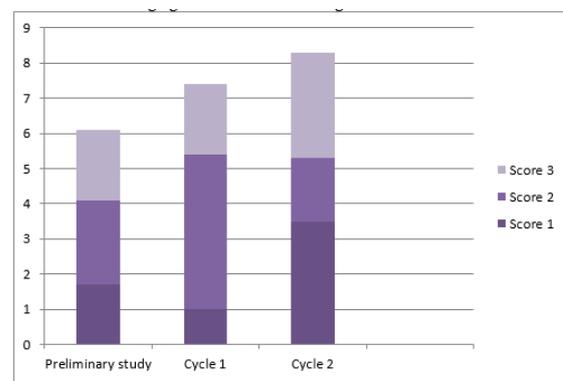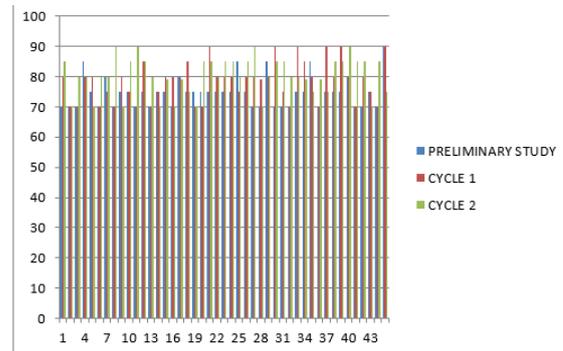
CONCLUSION AND SUGGESTION

Based on the results of the above research, it can be concluded that this class action research was successful. This can be seen from the increase in the average grade that continues to increase in each cycle. In cycle 1, obtained the average value of class 75. Furthermore, in cycle 2, obtained grade average value of 80.5. Increasing the grade point average indicates that the use of digital storybooks on applying the think-talk-write strategy can help students improve their narrative writing skills. Some instruments as supporting the result of instrument data on cycle 1 and 2 in questionnaires with 40% result were happy and no longer difficult to write writing narrative since they have used digital storybook media, 30% were interested in online learning pattern, 30% motivated to

write narrative in English, while for the results of teacher checklist when the classroom learning is better. It has been explained that the digital storybook had special features of image, sound, music, and video. It was evident that the existence of these features helped the students in determining the important elements in writing narrative texts, for examples themes, settings, characters, and plots so that they are able to produce the final results of better narrative text. Some suggestions in subsequent research were using different research methods, may be combined with other strategies and should also be ensured that the internet connection was good for better learning outcomes.

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