CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical review, previous research, theoretical framework, and research hypothesis. This chapter briefs the researchers' theoretical used in this research.

A. Theoretical Review

Theoretical framework discusses the supported theories such as concept of writing, concept of writing ability, concept of teaching writing, kinds of writing text, concept of narrative text, concept of storyjumper website, and concept of guided writing method.

1. Concept of Writing

Concept of writing discusses about definition of writing, purpose of writing, types of writing, and process of writing.

a. Definition of Writing

Writing is one of the language skills, namely listening, speaking, reading, and writing. Speaking and writing are productive skills, while listening and speaking are part of receptive skills. Writing is a skill of a person's ability to express ideas, opinions, or thoughts and express them in writing. This is in accordance with the statement (Bukhari, 2016) that writing is a language communication activity that uses writing as its medium. Writing activity, if it takes place

consistently, will become a skill that can produce written work. Writing as an aspect of language skills is very important to be taught to students because writing skills have become a daily necessity. By writing, a person is able to express ideas clearly, according to the context and communication needs.

Writing is an important part of education, especially at school. Language is a subject that has a lot of writing activities. Brown (2004: 255) as cited in Rahmadhani & Kumala (2014) state that "Writing is a process to create some ideas of students' knowledge to be a written". Based on the method of acquisition, writing skills are different from listening and speaking skills. Writing skills are not acquired naturally but must be learned and practiced. Writing activity is the last form of ability mastered by language learners after listening, speaking, and reading skills. According to Aini, Maulidah & Sukiman (2021) the ability to write is more difficult to master even though it is a native speaker of the language. This is influenced by the ability to write which requires mastery of various linguistic elements and elements outside the language that are the contents of the essay or writing. Both elements of language and elements of content must be intertwined in such a way as to produce a coherent and coherent essay.

There is another definition of writing. Tarigan (2015) suggests that writing skills are language skills that are used to communicate indirectly, not face to face with other people. Writing has many

benefits. According to Dalman (2016) writing skills are a useful skill as a communication activity to deliver messages in writing using written language as a tool or medium. Another definition of writing skills, according to Susanto (2013), argues that writing skills are activities of expressing ideas or ideas that are in our minds, pouring our hearts through written language so that they can be read and understood by others. Meanwhile, according to Cahyani (2015) said that writing skills as a productive, creative, and expressive activity, have a form, and there is an incarnation of its form that can be read visually.

Based on the theory that has been described above, writing skills are activities of delivering messages that are made in writing by producing something written in a visual form that can be read by everyone. The main function of writing is to communicate the author's ideas into written form, so that others can read them.

b. **Purpose of Writing**

According to Hugo Hartig in Tarigan & Sianipar (2012), the purpose of writing is as follows:

1) Assignment purpose, writing that someone does for the purpose of completing a task and not on their own accord.

2) Altruistic purpose, writing that aims to please the reader, wants to help the reader understand, appreciate the feelings and reasoning

of the writer, wants to make the life of the reader easier and more enjoyable with the author's work.

3) Persuasive purpose, writing that aims to convince the reader of the truth of the ideas expressed.

4) Informational purpose, writing that aims to provide information or explanation to the readers.

5) Self-expensive, writing that aims to introduce and reveal the author himself to the readers.

6) Creative purpose, writing aimed at achieving artistic value.

7) Problem solving purpose, writing that aims to solve the problems at hand, the author wants to explain, clarify, explore, and carefully examine his own thoughts and ideas so that readers can understand and accept.

c. Types of Writing

The type of writing activity to do writing should be based on the level and capacity of the students. According to Brown, there are five main categories of writing performance in the classroom:

1) Imitative, or writing down

This type is in the early stages of learning to write. Students will only write English letters, words, and possibly sentences according to the rules of the orthographic code.

2) Intensive, or controlled

Intensive writing occurs in controlled written grammar exercises. This type of writing does not allow much creativity on the part of the author. Controlled writing is for presenting in which students have to change the given structure as a whole.

3) Self-writing

The quietest example of this category in class is student note taking. Diary or journal writing is included in this writing category.
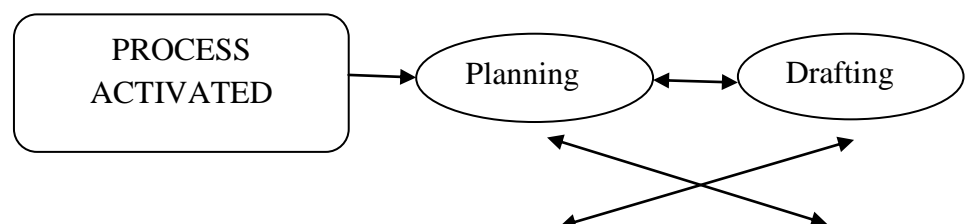
4) Display writing

This type of writing is for all language students, short answer exercises, essay questions, and research reports will involve display elements. One of the skills academics ESL students need to master is the entire range of display writing techniques.

5) Real writing

Some writing classes aim at communicating a genuine message to an audience who needs the message.

d. **Elements of the Writing Process**

Writing requires a process based on the type and genre of the writing. Based on Richard (2002) states that there are 4 stages of writing, namely planning, drafting, revising, and editing

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┌─────────────────┐        ╭───────────╮        ╭───────────╮
│     PROSES      │ ◄───── │  Editing  │ ◄─────► │  Revising │
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1) Planning (Pre-Writing)

Pre-Writing is any activity in class which encourages students to write. This moves students away from having to deal with blank pages towards generating tentative ideas and gathering information for writing. When planning, the writers should think about three main issues, namely:

a) They should consider the purpose of their writing as this will not only affect the type the text they want to produce, but also the language they use, and the information they choose to include.

b) Experienced writers think about their audience write for, because this will not only affect the form of writing but also the choice language.

c) The author should consider the structure of the content of chunks and it's the best way to sort the facts, ideas, or arguments they have decided to include.

2) Drafting

At the preparation stage, the writer focuses on fluency in writing and not preoccupied with grammatical accuracy or

neatness of concepts. This first 'go' to a text is often done assuming that the text will be changed later.

3) Revising

In the process of revising students re-examine what was written to see how effectively they communicated its meaning to the reader. Revising is done to improve the global content and organization of ideas so that the writer's intent becomes clearer to the reader. To ensure that rewriting does not mean recopying. Students must collect and save drafts and rewrite them. Another activity for revising, students work in pairs to read drafts to each other before they revise.

4) Editing

Students participate in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their friends' work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supporting textual materials such as quotes, examples and the like. Formal editing is postponed until this stage so that implementation does not interfere with the free flow of ideas during the drafting and revising stages.

Each step writing has a different purpose. Writers must know what steps to take before writing. Writing is an activity that requires a systematic and structured process to produce good

writing. Writing is also an activity to develop ideas and feelings to produce a sentence arrangement.

2. Concept of Writing Skill

Skill is a person's capacity to carry out a task. This is notonly about grammatical or rhetorical assignments, but also involves conceptual and judgmental elements. While writing skill according to Siahan (2008) cited from Damayanti (2018) is the ability or quality of a person to explore their ideas or concepts to communicate it with others through written signs or symbols. Based on Heaton (1988) cited from Sukirman (2020) state that there are five main components needed for good writing:

a. Language use, the ability to write correctly and appropriate sentences.

b. Mechanical skills, the ability correctly use the typical conventions of punctuation, spelling, written language.

c. Treatment of content, the ability to think creatively and develop the mind, putting aside all irrelevant information.

d. Stylistic skills, the ability to manipulate sentences and paragraphs, and use language effectively.

e. Judgment Skills, the ability to write in an appropriate way for a particular purpose taking into account a particular audience, along with the ability to select, organize, and order relevant information.

3. Concept of Teaching Writing

The concept of teaching is a series with different concepts. Understanding of learning is pointing to what to do someone as a subject who receives lessons, while teaching refers to what the teacher as a teacher must do. In this concept, it is implied that the teacher's role is a learning leader and teaching and learning facilitator is not an activity to deliver lessons but a student learning process (Setiawan et al., 2020). Writing trains students to creatively process words from the reality they see. Writing that is organized will bring the reader to understand the meaning conveyed by the writers. In this learning strategy, the teacher must give the impression that the classroom is a place that respects students as human beings whose thoughts and ideas are fully respected (Gunawan, 2012). The teacher's role in learning can affect students' understanding of the material presented. According to Sequeira (2012), the role of teacher can be categorized into:

a. Traditional Role - Teacher Centered

Traditionally the teacher's role has been as a provider of information: the teacher is the source of all knowledge. Students sit in a row in front of the teacher who is talking and conveying information to students with the help of the blackboard, while students listen passively, or students will take notes from the teacher.

b. Modern Role - Facilitator (Student Centered)

The modern teacher is a facilitator: someone who help students to learn on their own. Instead of having students sit in rows, they tend to be in groups, all doing something different; some do practical tasks, some write, some are not even indoors but in other parts of the building using special equipment or looking for something in the library. All students may be at different stages in their learning and consequently, learning is individualized to meet individual needs and abilities.

In addition to the teacher's role in teaching, there is a way to test writing for students. Hughes (2003) suggests that assessing writing involves three things:

a. Writing assignments must be properly defined to represent the various tasks that the teacher expects students to perform.

b. Assignments must produce writings that truly represent students' writing abilities.

c. Examples of writing can be assessed appropriately.

Many writing assignments can be used to get examples of students' writing ability. The length of the student-generated text should also be determined. As an example:

a. Write stories based on experiences.

b. Write a description of something from a diagram or picture.

c. Write a text summary.

d. Write a topic of a certain length

e. Complete the partially written text.

f. Write paragraphs using specific topic sentences.

g. Complete a paragraph.

h. Write a critique or response to an article.

i. Write a story, based on the outline provided.

Hughes (2003) also describes three designing assessment tasks for writing skills, as follows:

a. Imitative Writing

Imitative writing is used for early-level English learners who need basic training and assessment of imitative writing. The basics of forming letters, words, and simple sentences. The teacher checks this writing level first.

1) Tasks in (Hand) writing letters, words, and punctuation marks

   a) Copy

   b) Listening to cloze selection task

   c) Picture assignments

   d) Form filling tasks

   e) Convert numbers and abbreviations to words

2) The task of spelling and detecting phoneme-grapheme correspondence

   a) Spelling test

      b)   Gesture-task pictures

      c)   Multiple choice technique
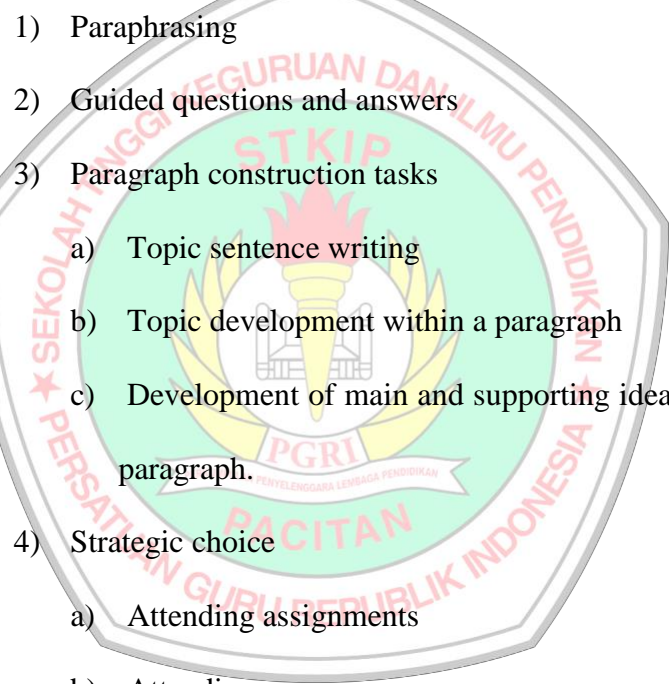
      d)   Matching phonetic symbols

b. Intensive (Controlled) Writing

Intensive writing is used for the next level of writing. It can also be thought of as form-focused writing, grammatical writing, or guided writing. Students produce language to demonstrate their competence in grammar, vocabulary, or sentence formation, and do not have to convey meaning for authentic purposes. Traditional grammar/vocabulary tests have a lot of display text in it, as the response mode only indicates the test taker's ability to combine or use words correctly.

1)   Dictation and Dicto-Comp

2)   Grammatical transformation task

3)   Tasks with picture cues

      a)   Short sentences

      b)   Image description

      c)   Description of the image sequence

4)   Vocabulary assessment task

5)   Ordering an assignment

6)   Short answer and sentence completion tasks

c. Responsive and Extensive

In this section, teachers consider responsive and extensive writing assignments. They will be considered a range of possibilities ranging from lower-level assignments of greater complexity than those in the previous intensive or controlled writing categories, through more open-ended tasks such as writing short reports, essays, summaries, and responses, to texts of several or more pages.

1) Paraphrasing

2) Guided questions and answers

3) Paragraph construction tasks

   a) Topic sentence writing

   b) Topic development within a paragraph

   c) Development of main and supporting ideas throughout the paragraph.

4) Strategic choice

   a) Attending assignments

   b) Attending genre

Learning about writing will let students know how to use punctuation, grammar, vocabulary, and all about writing. In this study, the researcher used storyjumper learning media for narrative text learning. Based on the explanation above, the researcher used to design a responsive and extensive writing assignment assessment because in the assignment instrument, the researcher asked students to

make a paragraph of narrative text which was included in the paragraph construction task. Apart from controlled tasks in intensive writing, students can practice their vocabulary or grammar with certain limitations and conditions. Students are required to fulfil requirements in writing such as conveying the purpose of writing, developing and connecting ideas, and understanding the reader.

4. Indicators of Writing

There are five indicators according to Jacobs (1981) in Nurhananita (2008:12). They are content, organization, vocabulary, language use/grammar, and mechanic.

a. Content

This indicator contains written content that must be understood. Thus, the reader can understand the message in the text and obtain information from it. There is measurable thinking in terms of components. The composition must contain one main purpose, must have unity, must have coherence and continuity, and must be developed adequately.

b. Organization

Organization means that the content and structure of the text relate to the writing. Organization is concerned with the way in which writers organize and organize their ideas and messages in writing which consists of the same partial order. In writing, writers should

know about what kind of paragraphs they want to convey to the writer and what topics they want to convey to the readers.

c. Vocabulary

Vocabulary is an important writing indicator. Some indicators or vocabulary criteria are said to be good if sophisticated range, effective word/idiom choice and usage, and word from mastery.

d. Language use/ grammar

Language use/grammar criteria are said to be good if effective complex construction, few of error agreement, good tense, word order/function, etc.

e. Mechanics

Mechanic is an aspect of writing that deals with capital letters, punctuation, and proper spelling. These aspects are very important, bring the reader to understand. The use of good mechanics in writing will make it easier for readers to group ideas or messages conveyed into written material.

5. Kinds of Writing Text

Lenski and Verbruggen (2010) state that there are four basic types of written texts, namely expository, descriptive, persuasive, and narrative

a. Expository

Expository writing is one type of writing that explains a concept, conveys information from themselves to a wider audience. Expository writing does not include the opinion of the author, but

focuses on accepted facts about a topic, including statistics or other evidence.

b. Descriptive

Descriptive writing is writing that is often found in fiction, although it can also appear in nonfiction (for example, memoirs, direct accounts of events, or travel guides). The author will write in a descriptive style. Writers may use metaphors or other literary devices to describe the writer's impressions through their five senses (what they hear, see, smell, taste, or touch). But the writer doesn't try to convince the audience of anything or explain the scene just describing things as they are.

c. Persuasive

Persuasive writing is the main writing that will be used in academic papers. When a writer writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the opinion and bias of the writers, as well as justifications and reasons given by the writer as proof of the truth of his position. Any "argumentative" essay you write in school should be in a persuasive writing style.

d. Narrative

Narrative writing is the writing used in almost every longer piece of writing, both fiction and nonfiction. When writers write in a narrative style, they are not just trying to provide information, they are

trying to construct and communicate a story, complete with characters, conflicts, and settings.

In this study, researchers will focus on one text, namely narration or narrative text. The narrative text is in accordance with the learning media that will be used to conduct this research. With narrative text students can write stories based on experience, imagination, or something else.

6. **Concept of Narrative Text**

Concept of narrative text discusses about the definition of narrative text, generic structure of narrative text, language features of narrative text, and kinds of narrative text.

a. **Definition of Narrative Text**

Narrative text is one type of English text that aims to tell a story that has a series of connected chronological events. This is in accordance with the statement of Richards and Schmidt (2013) which states that narrative is a written or spoken record of a real or fictional story or the genre structure that underlies the story. The content of narrative text is in the form of imaginary and real stories or events that led to a crisis in the past, which ultimately found a solution. A narrative text usually focuses on a particular participant or character, describing a particular event or phenomenon in detail. Herman (2016) states that narrative texts are introduced to entertain readers with real or imaginary experiences in different ways. Siahaan and Shinoda (2008) in Jaya (2017) state that narrative is a written English text in

which the writer wants to amuse, entertain people, and deal with actual or representative experiences in a different way. Narrative is a form that tells fictional events by compiling narrative statements.

From the definition above, the writer concludes that narrative text is a type of text that tells events or experiences. The story of the narrative text contains problematic events that lead to a crisis or turning point and find a solution. Usually, narrative text aims to amuse and entertain the readers or viewers.

b.   **Generic Structure of Narrative Text**

Based on Neo (2005) in Lubis (2017), there are the generic structures in narrative text. The picture below is called the *Freitag triangle*

Climax

Rising Action   Falling Action

Exposition   Resolution
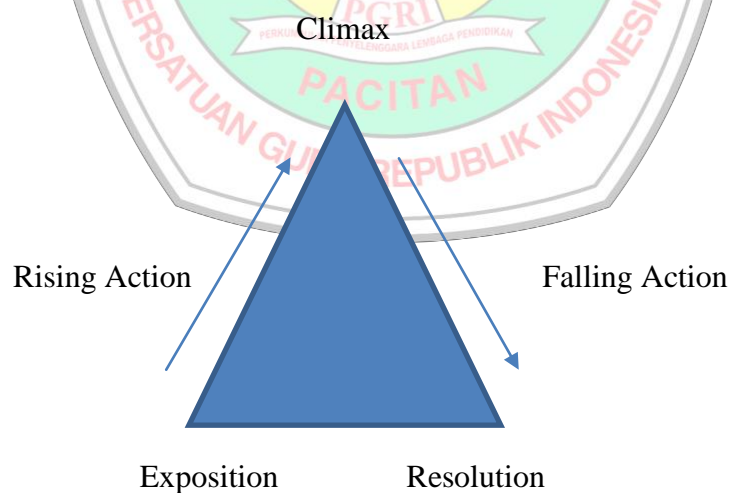
Freitag triangle consists of: The Exposition (shaping characters and situations), Rising Action (a series of complications leading to the climax), Climax (critical moments), Falling Action

(moments away from the peak of the highest excitement), and Resolution (the result or outcome).

according to another statement from Rangkuti (2018), there are four generic structures of narrative text:

1) Orientation

This is the part of the opening story that determines the character and situation. This is the initial paragraph that contains the introduction of the characters involved in an event in the story. In addition, orientation contains the place of occurrence and the time of the story.

2) Complication

This is the main of the story. This section includes events that bring characters into complications when normal events are disrupted by some form of conflict. There may be more than one complication, and this serves to frustrate the characters in their attempts to achieve what they want. It also builds suspense and anticipation for the reader.

3) Resolution

In this section, the resolution of the complications emerges. Complications can be resolved for better or for worse but are rarely left completely unresolved as it leaves the reader wondering how the story will end.

4) Coda/Moral Value

It tells the closing comment for the story and it can optionally be present or not. It consists of moral value, advice, or value that can be drawn from the story.

c. **Language Features of Narrative Text**

Narrative text is a writing that contains a series of related events and delivered sequentially and neatly from beginning to end so as to form a complete understanding in the minds of readers. Narrative text is a story that tells the reader about something that happened in the past and in sequence of time, so based on Siahaan (2008) the text must be written in the following features of language:

1) The use of noun phrases (a handsome prince, a cute cat, a beautiful princess).

2) The use of conjunctions (before, then, first, finally).

3) The use of adverbial phrases of time and place (once upon a time, in the jungle, three days ago).

4) The use of simple past tense (he walked away from the home).

5) The use of action verbs (said, asked, told).

6) The use of thinking verbs, feeling verbs, verbs of senses (she felt angry, he thought he was smart, he smelt something burning).

d. **Kinds of Narrative Text**

There are many kinds of narrative text, one of which is based on Emilia (2011) which there are 5 types of narrative text, namely:

1) Fables, short allegorical stories that make a moral point, traditionally by way of animal characters who talk and act like humans. (Deer and Crocodile, Grasshopper and Ant, etc.).

2) Legend, stories that are based on facts but often exaggerate about the hero. (Sangkuriang, Roro Jonggrang, Lake Toba, etc.).

3) Fairy tales, humorous stories that tell about impossible happenings, exaggerating the achievements of heroes. (Cinderella, Snow White, Rapunzel, etc.).

4) Folk tales, old stories that reveal the customs of a culture. (Ali Baba, Golden Eggs, The Pied Piper, The Goose Girl, The Frog King, Jack and the Beanstalk)

5) Science fiction, fiction that is based on some imagined scientific development, or on the extrapolation of trends in society. (Ready Player by Ernest Cline, Harry Potter and the Philosopher's Stone by J.K. Rowling etc.)

Based on the five types of narrative texts, the researcher did not determine several types of narrative texts for learning materials, but the researchers gave the students the freedom to choose their own types of narrative texts according to what they wanted and their abilities.

7. **Concept of Storyjumper Website**

Concept of narrative text discusses about definition of digital storytelling storyjumper website, the main features of storyjumper website,

how to use storyjumper website, and how to create book in storyjumper website.

a. Definition of Digital Storytelling Storyjumper Website

Digital Storytelling is a way to tell a story through computer applications, such as animated videos or films, picture stories, etc. Digital storytelling is an emerging contemporary narrative culture (Wilson, 2014). This media refers to the combination of the art of storytelling or storytelling using digital multimedia such as images, sound, and video. This medium is used for people who want to share their personal narrative. Digital storytelling, a curriculum innovation integrated with communication technology, language, and literacy, is an approach that can be experienced by all ages, from children in kindergarten to adults, and where media and narrative tools are used. together (Hathorn, 2005 quoted from Aktay 2020). According to (Emert, 2014) Digital storytelling implies a story with multimodal tools including text, images, audio, and video. This is instrumental in providing multilingual students, who are often in the minority, the opportunity to not only share their personal narratives with their linguistic sources, but also make further connections with the piece of information presented to them during lessons, while honing and building their literacy skills.

One of Digital Storytelling is storyjumper Website. Storyjumper is an educational technology platform that makes

publishing storybooks easy. Based on Ezeh (2020), Storyjumper is a betting tool that can be used to create multimodal storybooks or topical books. The books are multimodal as users have the option to use colored text, rich images and props, and audio to create meaning. The storyjumper website can be used by students, teachers, and parents around the world and provides a supportive audience for any writer. Storyjumper is a powerful website that allows anyone especially students to write, create and publish their own stories. The completed stories in storyjumper can be enjoyed on mobile/desktop devices or as professionally printed hardcover books. Such work involves a high level of information literacy, critical thinking, and creativity and the result is an original and authentic product of the child's knowledge and imagination (Farmer, 2004). This allows students to use their imagination when writing and use the illustrations contained in it. Students can also browse other students' story books and read it. The International Children's Digital Library states, children should play an active role in the development of technology for children (Hourcade et al., 2003).

b. The Main Features of Storyjumper Website

Based on Ezeh (2020) there are several main features found in storyjumper including:

1) Free basic plan that allows teachers to create any number of classes and add their students, create templates for their students

to easily start book creation, create group book creation assignments, monitor students' progress, edit, comment and review students' work, and maintain students' privacy.

2) The software supports multimodal book creation with rich text, images, props, sounds, sound effects, music, and any linguistic mode (translanguanging).

3) A repository of multimodal digital books coming in a variety of topics and subjects.

4) A collection of templates is available for betting on various topics.

5) A repository of sample lesson plans for various subjects where story writing can be integrated exemplifies the process of applying digital storytelling classes.

6) The software supports collaboration by allowing multiple people to edit books at the same time and video chat with collaborators. Students can invite an audience outside the classroom to read and comment on their book.

7) Storyjumper supports sharing, feedback, and reviews of students' work from a larger audience outside the classroom both during the creation process and at the end.

8) The software is easily accessible to both teachers and students with guides for teachers on how to use storyjumper for their classes and printable handouts for students to get started. Students

have access to work on their stories anywhere because there is compatibility with all platforms.

c. **How to Use Storyjumper Website**

The storyjumper website is simple, accessible, clear and easy to understand. Figure 2.1 is the initial screen when a user access https://www.storyjumper.com , the user must first register or log in with the account that was created before using the site. With a teacher account, users can create or add and manage classes; create and read books, while users in the student account have access to create and save books and read sample books.
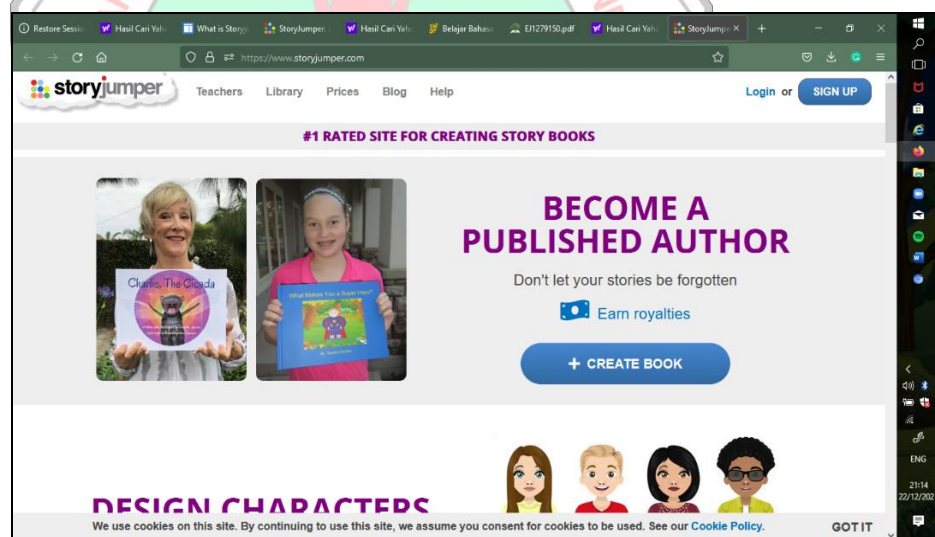
Figure 2. 1 : Login and Sign up Page

When the user has log in, the display will be as shown in Figure 2.2. On the home menu, the user can create a book by clicking on the Create Book menu.
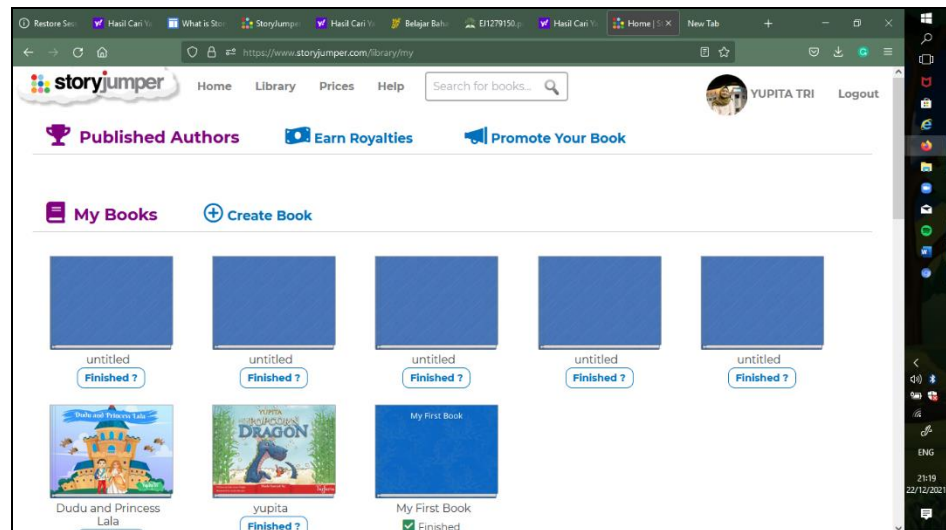
Figure 2. 2 : Home Menu

If the user wants to see free stories from other users, then they
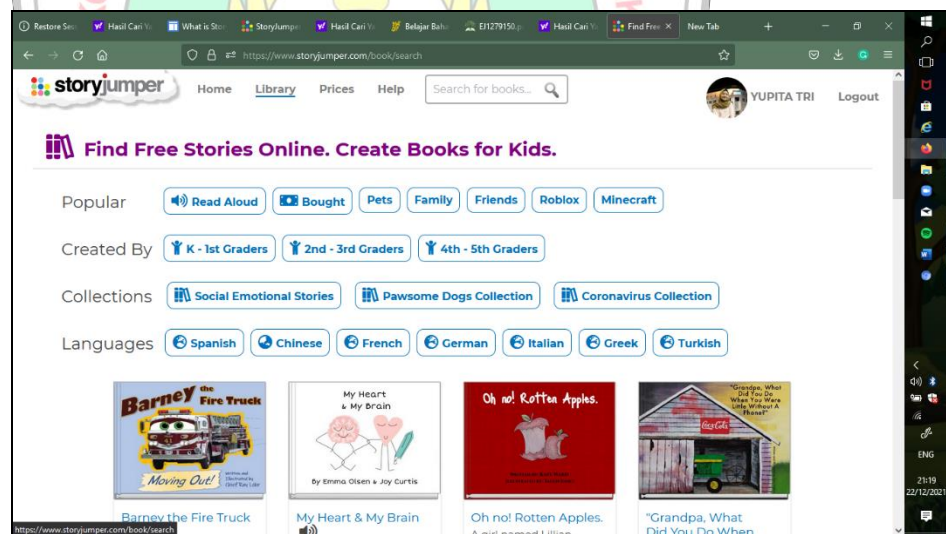are on the library menu as shown in Figure 2.3.

Figure 2. 3 : Library Menu

The prices menu is used when the user wants to purchase a
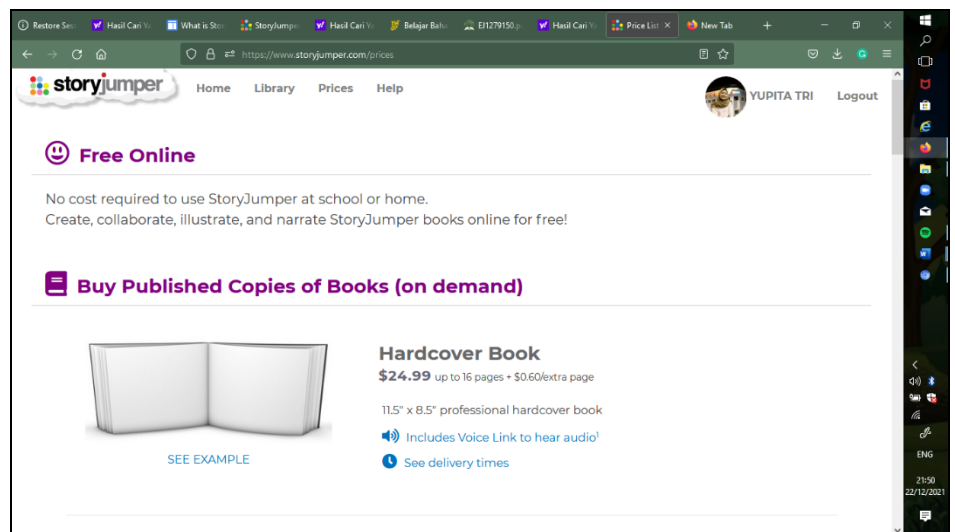copy of the book which is published on demand like in the Figure 2.4.

Figure 2. 4 : Prices Menu

The help menu contains writing guides and assistance as shown in Figure 2.5.

Figure 2. 5 : Help Menu

d. **How to Create Book in Storyjumper Website**

Using storyjumper is quite easy and simple. This website provides many interesting features to unleash students' creativity and encourage

their imagination. The first step after logging in and entering the home menu then pressing the Create Book button, it will look like in Figure 2.6, which is the type of book choice that will be used. There are blank books and several choices of books that have been filled in and all you have to do is complete them according to the instructions.
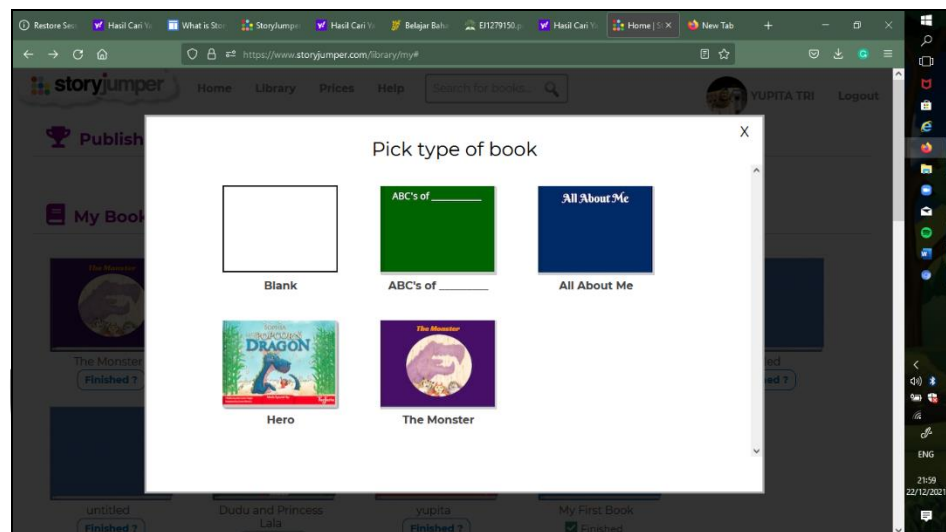

Figure 2. 6 : Type Book

In the next stage, after selecting the type of book used, the display will be as shown in figure 2.7. The user can already write on the paper using the available features, there are many features that can be used to make the story more interesting, such as adding a background using the scenes feature, add pictures of people, objects, animals, plants using the props feature, add personal photos using the photos feature, and add sounds and sound effects using the voice feature. In addition, there are many writing formats, so that users can choose according to the story to be made.
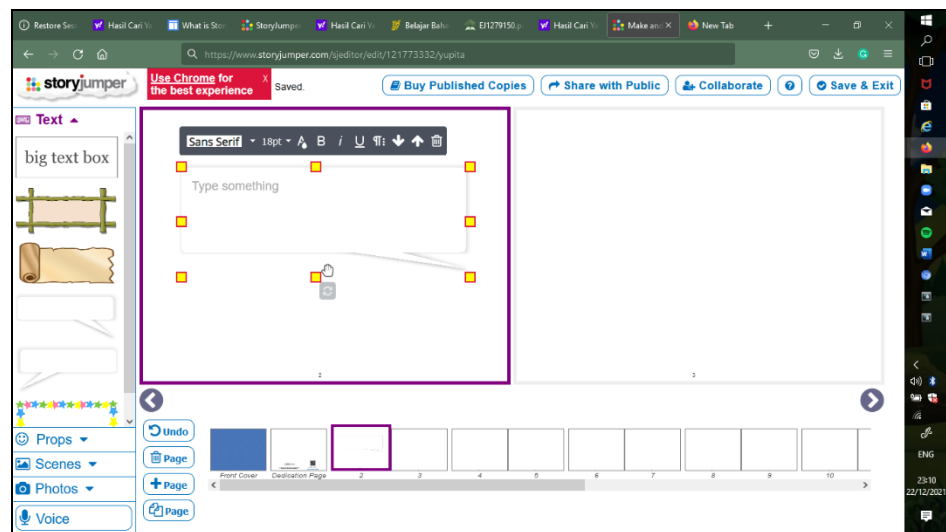
Figure 2. 7 : Blank Book View

The final stage after the book is finished is that there are several options, namely saving it and exiting the editing view by pressing the save & exit button, sharing by selecting the share with public button, when the user selects this button there are 4 choices of how to share the book that has been made as desired. When the user wants to buy the book, the user needs to select the buy published copied button. So, when the user selects the button there are several choices of the type of book to be purchased.

In this study, the researcher will use the storyjumper website as a medium for students to write narrative text. Students are required to create a storyjumper website account so that they can create narrative text on the website.

8. **Concept of Guided Writing Method**

This concept discusses about definition of guided writing method, teaching procedures of guided writing, and teaching procedures of storyjumper by using guided writing.

a. **Definition of Guided Writing Method**

Guided writing is a written process that is guided by the teacher limited to sentence structure, direct answers to questions, and language-based exercises that are concentrated on vocabulary formation, reading comprehension, grammar, and even oral skills that culminate in a writing to build students' writing skills (Dyan, 2010). Guided writing strategy is a writing activity that gives students the opportunity to choose a topic they like so that they feel they have and are responsible for their writing. This strategy is in accordance with the delivery of narrative text writing material. Writing narratives is expected to enable students to develop their initiative, creativity, and imagination. In guided writing the teacher can train and direct students to produce good writing.

Another definition from Tompkins and Hoskinson (Muhdar, 2008) that guided writing activity method is a writing activity that provides the widest opportunity for students to choose and develop topics that they enjoy so that students feel they have and are responsible for their writing. Meanwhile, according to Blake and Spenato (Muhdar, 2008: 10) stated that guided writing activity is a strategy based on the writing

process approach and can improve writing skills and achieve learning outcomes.

From the above definition, it can be concluded that guided writing can be used as a teaching strategy or teaching method that allows students to write based on the guidance of the teacher according to the stages of writing. The guided writing strategy is in accordance with the narrative text material that will be used in this study. The main focus of guided writing is to invite students to get used to writing productively to help students write fluently. Guided writing is factual and procedural.

b. Teaching Procedures of Guided Writing

According to Blake and Spenato (Muhdar, 2008: 9) Guided writing activities include five stages of activities, namely:

1. Prewriting, the first step that must be taken by the author is to determine a topic where the topic of the essay is not too broad or narrow.

2. Drafting, the stage of organizing ideas is called the outline of the essay, where the outline is a work plan that contains the outlines of the essay to be written.

3. Revising, this stage is to explain the importance of the topic to be chosen and provide an overview that can attract the interest of the reader. In other words, this stage presents the development of the topic or main idea of the writing.

4. Editing, the stage of learning to write that the students need to experience so that their writing can be improved.

5. Publishing, at this stage, students publish writings by recopying narrative essays that have been corrected (revised), edited so that they become good and complete writing.

In this research, guided writing can be used as a method for using learning media in the classroom. The steps of Guided Writing can be combined with the use of the storyjumper website to apply learning with narrative text materials

c. **Teaching Procedures of Storyjumper by Using Guide Writing**

The writing process using guided writing consists of 5 steps, namely prewriting, drafting, revising, editing, publishing. In the first step the author determines the topic to be written. The author can develop the topic by compiling questions and answers related to the topic. In the second stage, namely the drafting stage, the author details the development of ideas into sentences/paragraphs and writes down the development of the object of writing. Then the next stage, the writer must examine it carefully and make changes and corrections before considering it as the final version of the writing which is called revision. The next step is the editing stage, at this stage the author makes changes and corrections due to grammatical errors, writing order, writing structure, etc. The last stage is publishing, this paper is

the final version after the author has finished editing and revising the previous draft.

The following are the steps for teaching writing using Guided Writing via the storyjumper website which can be described as pre-teaching, while teaching, and post-teaching activities.

1) Pre-teaching

a) Prepare teaching writing process that focuses on writing narrative texts.

b) The teacher discusses the narrative text with the students.

c) Students plan the writing to be made, students identify, collect and organize ideas

2) Whilst-teaching

a) The teacher asks the students about the storyjumper website, then asks the students to create an account or log in to the storyjumper website.

b) The teacher opens storyjumper and explains the parts of storyjumper and how to make narrative text on the website.

c) The teacher gives an example of how to create a narrative text using the storyjumper website while explaining the types of narrative text, generic structure and language feature narrative text.

d) The teacher gives assignments to students to make narrative texts with free type.

e) Students edit their writing before it is published and evaluate.

3) Post-teaching

a) Students publish their completed work by publishing it on the storyjumper website.

b) The teacher gives a conclusion about the learning material.

B. Previous Research

Previous research is one of the basic references when carrying out the research because it has a function to expand the theory that will be used in research studies. Here are three previous research from Hapsari et al., (2016), Athirah & Yamat (2020), and Rameswara et al., (2020).

First research conducted by Christianti Tri Hapsari, Femy Seniwegiasari, and Nur Alviyanti Fauzi in 2016 entitled "The Effectiveness of Storybird Platform for Improving Students' Writing Skills in Recount". Digital Storytelling besides storyjumper in improving students' writing skills. The standard in this study uses recount text. The research method used in this research is quasi-experimental and the data is obtained by written tests and questionnaires distributed to students. The results of this study indicate that the use of storybird is effective in improving students' recount text writing skills, this is indicated by a significant difference between the group that uses storybird and the group that does not use storybird. By using storybird students showed positive responses such as students being motivated and enthusiastic to write and actively participating during research. The similarity with the research to be carried out lies in the

learning media that will be used based on digital storytelling and the text used to measure students' abilities is recount text, while the research that will be carried out uses digital storytelling-based media, namely the storyjumper website and in the research of Hapsari et al. (2016) using the storybird website

Research conducted by Nur Athirah binti Mohammad and Hamidah Yamat in 2020 on "Students' Perspectives and Motivation Towards Storyjumper on Creative Writing" In this study, the author presents and discusses a study on the use of Storyjumpers in writing classes to investigate students' perspectives on storyjumpers and motivation in creative writing. The study used a quantitative experimental design involving thirty-six form five students at a secondary school in Pahang. Students' perspectives and motivations were measured using a survey adapted and analyzed using SPSS 21. The findings indicated that students were perceived to have positive perspectives and motivation when writing after using storyjumper showing more detail and information provided. It can be concluded that storyjumper is one of the techniques that can be applied to motivate students in writing and increase ideas for creative writing. The previous research is focused on the students' perspective and motivation towards storyjumper in creativity writing and the difference of this research is focused on writing ability in narrative text.

Another research from Ketut Hari Rameswara, Luh Diah Surya Adnyani, Ni Putu Astiti Pratiwi in 2020 conducted research, "Developing

Storyjumper-Based Teaching Media to Enrich Kindergarten Students' Vocabulary". This study uses a Design and Development Research model that applies the ADDIE model. The subjects of this study were three teachers and three kindergarten students. Class observations, post-implementation questionnaires, and interviews were administered to determine the quality. The results of the study indicate that the media is good in helping teachers deliver the material and is very easy to use. The students also admitted that the media was able to attract their attention. The resulting media is good enough to be used in the next implementation. Teachers may refer to storyjumper because of its practicality and benefits in helping students achieve good learning outcomes. There are significance differences between previous studies and this research such as the previous research concern to develop the vocabulary media, while this research focuses on learning media in writing ability especially in narrative text. The students in this study will be asked to make narrative text on storyjumper media.

C. Theoretical Framework

Writing is one of the most important skills. From writing, everyone can find out how someone expresses ideas to others in a condition. In teaching writing skills, an interesting method, technique, media, game is needed and supports learning. Storyjumper is one of the learning media that can be used by teachers and students for learning to write. Learning models and media are designed to be fun, interested and enjoyed by students in teaching and learning. In addition, Digital Storytelling media such as storyjumper is a

visual media that contains images, text, sound, thus helping students to easily imagine and develop their creativity. Therefore, to achieve the goal of teaching English in the writing learning process, especially in writing narrative text, the researcher assumes that the use of storyjumper website learning media can have a positive influence on students' narrative text writing skills.
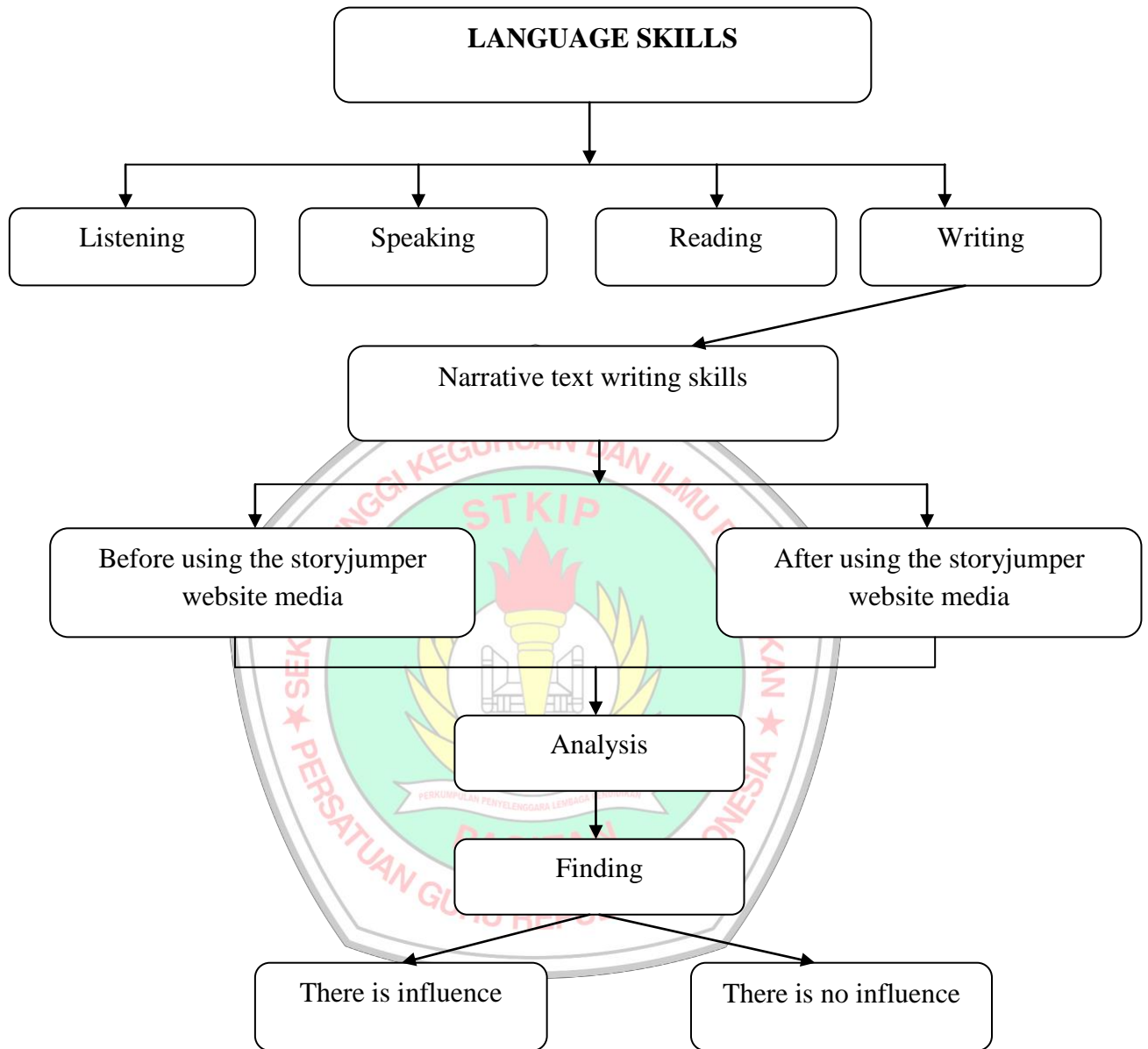
Figure 2. 8 : Conceptual Framework

D. Research Hypothesis

The hypothesis of the research as follows:

1. Ha: There is significant influence of using storyjumper website to students' writing skill of tenth grade at SMKN Ngadirojo in academic year of 2021/2022.

2. Ho: There is no significant influence of using storyjumper website to students' writing skill of tenth grade at SMKN Ngadirojo in academic year of 2021/2022.