

CHAPTER I

INTRODUCTION

This chapter presents the research context, research focus, research objective, research significance, research scope & limitation, and definition of key terms.

1.1 Research Context

English education serves as a key to unlocking opportunities and building global competencies for the younger generation. Although English is a foreign language in Indonesia, it holds an important position in the daily lives of its people. This is clearly reflected in the country's education system, where English is taught to students from elementary school to higher education levels (Maduwu, 2016). According to (Khairani, 2016) English has become increasingly essential in line with a country's progress. Therefore, English education as an international language is now being introduced to students in Indonesia at an early age. Teaching English to children, particularly before the age of 12, is considered an ideal time to begin learning. Based on two researchers, English education plays an important role in daily life and is introduced at an early age.

English education at the Junior High School (SMP) level in Indonesia plays an important role as the foundation of students' language skills in facing global challenges. According to Yuliantini (2023), English lessons are compulsory subjects given from junior high school to college. According to Richards (2015), the modern language learning approach must be based on authentic communication and the practice of using language in meaningful contexts. This is in line with the

implementation of the 2013 Curriculum (K13) and the Merdeka Curriculum which encourage students to actively use English in various situations. Thus, the integration between curriculum policies and communicative approaches is the key to improving students' English language competence effectively.

The technology at UPT SMP Negeri 1 Wonotirto is considered sufficient to support the teaching and learning process, particularly in English language instruction. The school is equipped with facilities such as Wi-Fi access, computers, and a policy that allows students to use smartphones during lessons to enhance learning. These technological tools play an important role in creating a more interactive and modern learning environment. With access to the internet and digital devices, teachers can implement various technology-based teaching methods, such as showing educational videos, accessing online learning resources, and using language learning applications. This infrastructure also enables the application of Story-Based Learning (SBL) to be more creative and varied, using digital stories, animations, or web-based learning platforms.

One of the essential skills in English language learning is writing, especially in composing narrative texts.

"Siswa dapat mengembangkan keterampilan berpikir kritis, mengorganisasi ide, dan menerapkan tata bahasa serta kosakata. Selain mendukung kemampuan akademik, menulis juga melatih kreativitas siswa, terutama dalam menyusun teks naratif." (GR_NYM, Kamis, 07-11-2024, 08.00-08.30)

Teachers are also equipped with various methods or strategies to teach narrative text writing effectively.

"saya menggunakan beberapa metode dan strategi untuk meningkatkan keterampilan menulis siswa, salah satunya adalah pendekatan berbasis cerita atau itu disebut dengan Story-Based Learning (SBL). Melalui pendekatan ini, saya mengajak siswa belajar menulis dengan menggunakan cerita yang menarik dan sesuai dengan tingkat mereka." (GR_NYM, Kamis, 07-11-2024, 08.00-08.30)

Technology is like a double-edged sword: when applied well, it can become a very useful tool to advance human life, but when misused, it can lead to negative and harmful consequences. according to Nursyatin et al (2023), who state that technology is essentially one of the products of science, and it is highly beneficial when used wisely. Technology facilitates access to information and communication anywhere, allowing us to connect and share knowledge without geographic limitations. This is consistent with Silitonga and Zaharah (2023), who note that the use of technology in online learning makes it much easier for both students and teachers to access learning materials anytime and anywhere. Digital technology has revolutionized the way we write, enabling real-time collaboration and easy access to a wide range of informational resources that enrich the content of writing. This is in line with Kareviati & Rahayu (2023), who state that as a form of adaptation to technology, writing skills are also affected by digitalization. From the expert opinions above, it can be concluded that technology, as a product of science, is highly beneficial when used wisely, especially in online learning, which makes it easier for students and teachers to access materials. Additionally, as a form of adaptation to technology, writing skills are also undergoing a process of digitization.

The application of narrative writing at the Junior High School (SMP) level is highly effective in improving English language skills and fostering students' creativity, as this method encourages them to actively engage in the learning process through storytelling. Widyahening & Rahayu (2021) found that data from pre-tests and post-tests obtained through quizzes and student writing analysis showed a significant improvement in narrative writing skills. The average pretest score was only 35.5% of the total questions, while the average post-test score reached 74.9%. According to Yugafiati et al. (2022), the implication of this is that English teachers in the MGMP (Subject Teacher Working Group) across West Bandung Regency became more skilled in using Google Classroom to teach narrative texts. From the expert opinions above, it can be concluded that students' narrative writing skills significantly improved, as seen from the average pretest score of just 35.5% and the post-test score of 74.9%. As a result, English teachers in the MGMP across West Bandung Regency became more proficient in using Google Classroom for teaching narrative texts.

Given the importance of narrative writing skills in English, it is expected that students will develop a comprehensive understanding of narrative writing so that their ability to write in English can reach its full potential (Solihat, 2021). Despite the significance of writing skills, many students still struggle to create narrative compositions. This is consistent with Syukri et al. (2021), who note that, students face many difficulties in writing compositions. For example, in the fifth grade of UPT SPF SD Inpres Parang in Makassar, many students are still unable to write compositions independently. Writing ability is influenced by various factors,

including environmental factors. This is supported by Nurlaily & Pranata (2022), who state that the Covid-19 pandemic negatively impacted students, leading to a decline in learning abilities, particularly in writing. The causes include: 1) the lack of parental guidance and insufficient attention to children at home; 2) family environmental factors; and 3) the surrounding environment of the students. In conclusion, the factors affecting writing ability are the lack of parental guidance, family environmental factors, and the absence of motivation and encouragement to write.

The observation was conducted on November 6, 2024, to improve English narrative writing skills, where the researcher observed the ongoing learning process to gain a deeper understanding of English narrative writing. The researcher selected 28 students as the subjects for the initial observation. Based on the available data, the researcher chose 1 student with high motivation and 1 student with low motivation from the 8th grade at SMPN 1 Wonotirto. From the results of the observation, the researcher identified several issues faced by the 8th-grade students in their narrative writing skills, which are: 1) Difficulty in developing story ideas. 2) Lack of use of deep story elements; dan 3) Problems with story structure and plot.

In SMP Negeri 1 Wonotirto, many students have difficulty in developing story ideas when asked to write narrative texts. Based on the results of initial interviews, students stated that they were often confused about where to start and did not know what kind of story they could write. One student said,

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*"I'm confused about what to write about, sometimes I just sit and can't start".
(SW_1, Jum 'at, 08-11-2024, 08.30-09.00)*

This increase is generally caused by a lack of experience reading stories and a lack of guidance in exploring ideas from personal experiences or imagination.

Another difficulty that emerged was that students tended to write stories shallowly, without including strong story elements such as conflict, character emotions, or in-depth descriptions. From the interview results, many students only wrote a series of events without explaining the character's feelings or the reasons for an incident. One student said,

"I just wrote like 'then they went to the park', without knowing how to make it interesting." (SW_1, Jum 'at, 08-11-2024, 08.30-09.00)

This shows that they do not yet understand the importance of story elements such as characterization, conflict, and theme. Problems with story structure and plot.

Students also have difficulty in creating good story structures, such as introduction, conflict, climax, and resolution. Some students create stories that are not coherent, jump around, or even do not have a clear conflict and resolution. One student said,

*"I don't understand the story structure yet, that's why I still have difficulty."
(SW_1, Jum 'at, 08-11-2024, 08.30-09.00)*

This shows that students do not understand the basic pattern of narrative plots. To overcome these difficulties, teachers at SMPN 1 Wonotirto apply the Story-Based Learning (SBL) approach. Teachers guide students through the stages of writing by first introducing a good story model, providing stimuli in the form of pictures or short stories, and inviting students to discuss building ideas. Teachers also use scaffolding techniques, such as creating a story outline together and exemplifying the addition of conflict elements or character descriptions. With this approach, students are more focused on composing stories and are motivated because learning becomes more contextual and meaningful.

Other previous research by McQuiggan et al. (2008) used an experimental design to examine the effects of Story-Based Learning (SBL) on students' motivation and learning in science education. The study found that narrative improved motivation but resulted in lower learning outcomes compared to traditional methods. In contrast, my study used a case study approach in an English classroom and found that SBL positively influenced both students' motivation and the quality of their narrative writing.

In the last previous study, this researcher used digital story to improve narrative writing text. From (Jauharoh, 2017) said this research aims to investigate the teaching of writing, especially in teaching writing narrative text by using digital story. The researchers found that teachers use several steps in implementing digital stories in teaching writing narrative text. The first step is defining, collecting, and deciding, the second step is selecting, importing, and creating, the third step is

deciding, writing, recording, and completing, and the last step is demonstrating, evaluating, and replicating. In addition, digital stories allow students to have their own creative work, bringing the narrative process into themselves. The use of digital stories in teaching writing narrative text also makes students feel happy and not bored in class.

The use of Story-Based Learning (SBL) in narrative writing has great potential to enhance students' writing skills, as this method combines storytelling elements with the learning process, making the writing experience more engaging and relevant. This is supported by Asi & Fauzi (2023), whose research indicates that the product design meets feasibility standards in terms of media form, content, and language usage. Furthermore, after testing the product, it was found to significantly improve students' learning outcomes in understanding the social function of texts, text structure, and linguistic features in illustrated narrative texts. With SBL, students are encouraged to create stories based on their personal experiences or imagination, which not only stimulates creativity but also helps expand vocabulary. This is in line with Amelia & Nurmaily (2021), who found that most participants in the PkM Storytelling Slide and Sound training responded quickly and accurately, resulting in a significant increase in vocabulary during the training. In conclusion, the use of SBL can improve students' learning outcomes in understanding the social function, structure, and linguistic features of illustrated narrative texts. Additionally, it can promote quick and accurate responses, leading to a significant improvement in vocabulary.

Furthermore, the implementation of Story-Based Learning (SBL) in Junior High Schools can increase student interest in learning, as this method combines engaging storytelling elements with subject matter, helping students better understand and retain the concepts being taught. This is in line with Turnip & Lubis (2022), who found a significant relationship between students' knowledge of the structure and language rules of narrative texts (fictional stories) and the ability of seventh-grade students at SMP Negeri 1 Tanah Jawa to present fictional stories in writing during the 2021/2022 academic year. According to Wabang et al. (2023), the research results show that in narrative text learning using Timor folktales, student activity reached 82%, categorized as excellent, with an average learning outcome of 81.5, also in the excellent category. The response from both educators and students reached 97.2%, which was also categorized as excellent. In conclusion, the application of SBL has a significant and effective impact on English language learning in Junior High Schools.

Moreover, the impact of Story-Based Learning (SBL) on improving students' writing skills is highly significant, as this method creates an interactive and enjoyable learning environment where students are encouraged to imagine and express their ideas in narrative form. According to Susilawati (2023), the implementation of the quantum writing method can enhance students' ability to write narrative paragraphs in accordance with their developmental age, with the help of tools like the big book. Digital storytelling media has a positive impact on elementary school students' narrative writing skills, making it a viable alternative method for teachers seeking digital media in the modern era (Mahfudhoh & Nuroh,

2024). In conclusion, the implementation of the quantum writing method can improve students' ability to write narrative paragraphs in line with their developmental age, supported by tools such as the big book. Additionally, digital storytelling media has a positive influence on elementary students' narrative writing skills and thus can be considered an alternative method for teaching writing in the digital age.

The implementation of Story-Based Learning (SBL) to improve students' writing skills greatly depends on the individual needs and characteristics of each student, allowing for customization to achieve optimal results. This is also supported by previous research conducted by Mardiyah et al. (2019), who found that teaching narrative writing to junior high school students is not an easy task, as students often face difficulties in constructing sentences and expressing ideas in their writing skills.

This study aims to determine effectiveness. According to Arianti et al. (2022), to address gaps in the learning process, supplementary teaching materials are needed that can facilitate student understanding, particularly in narrative text, by integrating audiovisual technology into English language learning, especially concerning narrative text material. Furthermore, Arifin & Wardani (2020) state that analysis of the problems and needs shows that students have not yet reached optimal writing ability. Based on the expert opinions above, it can be concluded that teaching narrative writing to junior high school students is a challenge, as they often struggle to construct sentences and express ideas. Additionally, students have not

yet achieved optimal writing skills. To address the gap in learning, supplementary teaching materials are needed to facilitate student understanding, particularly through the integration of audiovisual technology in narrative text lessons.

The impact of Story-Based Learning (SBL) in education is highly significant, as this method not only enhances students' academic skills but also supports their social and emotional development. The effectiveness of Story-Based Learning is supported by research from Pratiwi et al. (2024), which indicates that students who participated in this learning model showed a significant improvement in their ability to write short stories. Another impact of Story-Based Learning is that the Project-Based Learning model has a significant influence on students' ability to write narrative texts, as found by Gani et al. (2024). Furthermore, Indrianingrum (2020) states that the use of flowchart media in narrative writing is an effective stimulus for students, helping to improve their writing skills over time. The impact of Story-Based Learning is proven through research showing a significant increase in students' ability to write short stories. Additionally, the use of flowchart media has also been proven effective in enhancing students' narrative writing skills. This indicates that the low narrative writing skills of students can be improved through the right learning approach, including the active role of the teacher in the process.

The role of the teacher in improving students' writing skills is crucial, as they not only function as instructors but also as guides and motivators who can create a supportive learning environment. This is in line with Safitri & Dafit (2021), who state that the teacher's role in writing includes training students to produce written

work, acting as a facilitator who fosters students' interest, and evaluating their work, such as in activities like writing poetry, rhyming verses, and summarizing. According to Ningsih et al. (2019), teachers play a key role in teaching students how to begin writing by using appropriate methods and teaching media. By providing constructive feedback, teaching effective writing techniques, and encouraging students to be creative through various types of writing, teachers help students overcome difficulties and build their confidence. Furthermore, Lailan & Lubis (2019) emphasize that the teacher's role is vital and central to the development of literacy in the Indonesian language curriculum. Teachers are the key to the success of learning, both in school and in the classroom. Based on the expert opinions above, it can be concluded that the teacher's role in writing is critical, encompassing training students, providing constructive feedback, and teaching effective writing techniques. Teachers function as facilitators who help students overcome challenges and build confidence, and they are essential to the success of literacy development in the Indonesian language subject.

The researcher conducted a case study titled "THE IMPLEMENTATION OF STORY BASED LEARNING IN NARRATIVE WRITING TEXT: A CASE STUDY AT SMPN 1 WONOTIRTO." The implementation of story-based learning in narrative writing text showed that this method has a significant positive impact. The implementation of SBL not only made the learning process more engaging and relevant for students but also encouraged the development of creativity and critical thinking skills. Students involved in story-based learning showed clear improvements in writing structure, vocabulary usage,

and their ability to express ideas clearly. Additionally, SBL created a collaborative environment that encouraged discussions and feedback among students, enriching their learning experience. Therefore, SBL has proven to be an effective approach in improving narrative writing skills, and it is recommended that it be more widely used in the English curriculum at the educational level.

1.2 Research Focus

This section presents the key research problems addressed in the study, focusing on the challenges and questions related to the use of story-based learning in enhancing narrative writing skills among junior high school students.

- 1) How is the implementation of story-based learning in enhancing English narrative writing text? Two grade 8 students of SMPN 1 Wonotirto

- 2) How are the student's responses to the use of SBL in enhancing English narrative writing text? Two grade 8 students of SMPN 1 Wonotirto

1.3 Research Objectives

This section outlines the main objectives of the study, which aim to investigate the effectiveness of story-based learning in improving English narrative writing skills among junior high school students, and to explore the potential benefits and challenges of implementing this approach in the classroom.

- 1) To narrate the implementation of Story-Based Learning (SBL) in enhancing English narrative writing skills among students, and to identify the steps taken by teachers in the teaching process. Two grade 8 students of SMPN 1 Wonotirto.

1) To explore the student's response on the use of SBL in enhancing English narrative text. Two grade 8 students of SMPN 1 Wonotirto.

1.4 Research Significance

This section discusses the significance of the research, highlighting its potential contributions to the field of English language education, particularly in enhancing narrative writing skills through story-based learning, and its implications for both teachers and students.

1) For students, this research provides students with a more engaging and effective learning experience through story-based learning. By incorporating stories into narrative writing, students can enhance their creativity, critical thinking, and writing skills. It also helps them better understand narrative structures and fosters a deeper appreciation for storytelling, making the learning process more enjoyable and meaningful.

2) For teachers, the study offers valuable insights into the application of story-based learning as an innovative teaching strategy. Teachers can use this approach to make lessons more interactive and motivating, helping students improve their narrative writing skills. It also provides practical strategies and methods that can be adapted to various classroom contexts.

3) For schools, by implementing story-based learning, schools can enhance the quality of their English language instruction. This research supports the development of teaching practices that promote student-centered learning, fostering better academic outcomes. Moreover, integrating this approach aligns with efforts

to modernize educational methods and create a more dynamic learning environment.

4) Stakeholders, including curriculum developers and educational policymakers, can benefit from this research by understanding the effectiveness of story-based learning in enhancing narrative writing. The findings may inform decisions regarding curriculum design, teaching materials, and professional development programs for educators.

5) For Future Researchers, this research serves as a reference for future studies exploring innovative methods in teaching writing or other language skills. It highlights the potential of story-based learning and opens opportunities for further exploration into its application in different contexts, age groups, or language proficiency levels. Additionally, it provides a foundation for comparative studies or the integration of other multimedia tools to support learning.

1.5 Research Scope & Limitation

This section outlines the scope and limitations of the research.

The scope of this research: 1) This research will involve students of class VIII B at SMPN 1 Wonotirto. 2) This research focuses in enhancing narrative writing text through learning media is a story-based learning. 3) This research uses a qualitative case study method with data collection using observation and interviews.

The limitation space of this research: 1) This research was only conducted at SMPN 1 Wonotirto so the results may not be generalized to other Junior High School. 2) This research was only conducted in class VIII B with a total of 30

students who may have different writing abilities from the rest. 3) This research only uses Story Based Learning as a learning media.

1.6 Definition of Key Terms

This section provides definitions of key terms used in the study to ensure clarity and a shared understanding of concepts essential to the research on story-based learning and its impact on enhancing English narrative writing skills.

1) In this study, a story-based learning is used in teaching English to 8th grade in Junior High School to enhance narrative writing skills.

2) The narrative text referred to in this study is the story of [Malin Kundang], taken from the <https://fliphtml5.com/pjhbd/fdnb/basic> [Cerita Rakyat Si Malin Kundang], Pages [1-3], published in [2023].

3) The improvement referred to in this study is the enhancement of students' writing skills, specifically the progression from their initial skill level to an advanced level.

4) SMPN 1 Wonotirto: State Junior High School 1 Wonotirto, located at Jl. Raya Wonotirto, RT 02 / RW 05, Wonotirto, Banjarsari, Wonotirto, Kec. Wonotirto, Blitar Regency, East Java 66173. This is the research site focused on in this study, where the teaching and implementation of Story-Based Learning takes place.