The Use of Joylada Application in Teaching Narrative Writing

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Abstract

The research aimed to increase students' writing skills on narrative text in English lessons by using Joylada application. The subject of this research was eighth-graders at one of Junior High School in South Tangerang City which considered 40 students. The method of this research was quantitative method with pre-experimental study. The data were collected by giving pre-test and post-test as the instruments. The result of this research showed that there was increasing of student in narrative writing skills. The result was calculated by using a t-test. The findings proved that the number of students in the pre-test was 2500 with a mean score of 62.5. The lowest score was 48 and the highest score was 75. Meanwhile, the result of the post-test was 3336 with a mean of 83.4. The lowest score was 75 and the highest score was 95. From the score result, it can be concluded that the higher score was post-test. The results of the t-test calculation showed that the t_{-cal} was 17.5 and the t_{-table} with degrees of freedom (df) 40 obtained 1.68. The significance value was less than 0.05 and $t_{-cal} > t_{-table}$. The result can be concluded that the Joylada application can be unique and an alternative for teaching narrative writing skills. The students can increase their narrative writing skills through Joylada application.

Keywords: Joylada application, narrative, writing skill

Introduction

English as a second or foreign language is used by many people in the world but Indonesians only learn English from school or courses. We have differences from other countries that use English every day then the country will be called English Second Language (ESL). Moreover, English is a compulsory subject which should be mastered for all grades of students in school.

In learning English language, there are four skills that must be mastered. That four skills are listening, reading, speaking, and the last is writing. The reason why we have to learn those four skills, English will feel empty without it and become useless even if your English is really good in many ways.

One of the skills that should be mastered by the students is writing. Writing is one of the activities or skills to develop someone's ability in using symbols such as letters of the alphabet, punctuation and spaces. The learning of writing will use to share or express thoughts and ideas in the readable form (paper, diary, or something can use to share inspiration). in learning writing, students can tell what they think or what they want to express through writing.

One of the reasons that writing becomes an important part of language skills is considered to be the most difficult of it for Indonesian students. In writing skill, students must be able to understand the uses of using the correct grammar, spelling, punctuation even coherent ideas.

The problem has been knowing about writing are students' interest in writing are low, less enthusiastic about writing, they feel difficult to express their thought while writing in

English language, and the last one is they get confused when combining the sentences because of the grammar.

In this problem, the teacher must change their technique who is is always monotonous. Using conventional techniques, the teacher will be hard to increase the student's motivation to learn writing. That is why students feel bored and do not have any spirit when learning writing. So, the teacher has to change and develop their teaching strategy in writing, in fact for increasing students' mood in studying writing.

Talking about writing activities, there are some techniques that can be used for teaching writing. Absolutely, the teacher has to change students' mind if writing is not important to be learned by them. A teacher must have creative and different techniques to teach the students. It means the teacher has to consider a strategy suitable for teaching writing in order to make the learning process becomes effective and fun. The strategy should be adjusted with the condition of the class and the ability of the students.

In the previous research entitled "Promoting Academic Writing Proficiency of Iranian EFL learners through Blended Learning" by Biria's et al (2019:100), they examined Iran's students in writing proficiency through social media and one of the most social media they used for their research is Edmodo. Edmodo is one of the most educational social media which is similar to Facebook, Twitter and Instagram. Moreover, Edmodo social media is much more private and safe for learning environment because it allows only teachers to make and manage accounts and the students who receive a group code and register in the group, can access and join the group. In Edmodo social media, the teachers can make some questions and students will reply to them.

Based on the explanation of previous research, Joylada has similarity to Edmodo. Joylada is an application of reading and writing from Thailand and Indonesia participated in it. Joylada has two modes, the first is the superiority mode of this application chat mode and the second is the story mode. The characteristics between Edmodo and Joylada is one of the media that can develop writing proficiency for students.

From the explanation above, the writer chooses a creative technique of teaching writing to improve students' writing ability. One of the methods to develop writing skill by the writer is through "Joylada" application. "Joylada" is one of social media that can improve students' writing skill and can be used by the students to help what they feel and their expressions dealing with their imagination or their own experiences.

Theory

Writing is an activity for creating words, language, and sentences become to be written. It means how to express the feelings and thoughts to sentences on a piece of paper or other media in order to produce reading findings. According to Raulan & Fatimah (2018), writing is also a complex activity since it is a way of communicating how to deliver messages from the writer to the readers. The messages are the writers' knowledge, experiences, opinions and others. Writing is one of the crucial components benchmarking of language.

The ability to write more effective and communicative in English has been developed since it takes great importance of roles in education and business. Moreover, Misbah & Kurniawan (2018:107), stated that writing is the opposite idea that might conflict with the idea of the writer presented on paper. Writing is the most important skill in teaching and learning English language.

Khanza & Zakiyatun (2019:588), revealed that writing is both physical and mental work. It means writing is a physical act of doing words or ideas to several media, and mental work creates ideas, thinks about how to express its statements and paragraphs well. Writing is an activity to combine in using symbols such as letters of the alphabet, punctuation and others

also to share our feelings, thoughts, and opinions in a readable form. Mirlohi et al (2012), stated that writing is an independent construct in foreign language courses and always spend more time on practicing the other three skills; speaking, reading, also listening. However, writing helps to increase a profound knowledge of grammar and all the systems of it, serves as a medium for conscious attention to forms of language, and provides opportunities for students to be more confident in studying individually.

From the explanation above, it can be concluded that writing is an important skill to create and express our minds in sentences. Writing become connection between writer and reader. The writers can share the messages in writing and the readers can receive the information from the writer. Writing is something free to reveal expression even on paper or social media. It is influenced both by personal and social experiences that the writer brings to the writing and the impact of the particular political and institutional context. It is also a process that we write is influenced by the constraints of genre and has to be present in learning activities.

The Process of Writing

Writing has a process or models and according to Williams, in Abas & Aziz (2018), stated that there are models of writing, such as:

1) Prewriting
   Before starting on the first draft of a paper, the writer is generating ideas, strategies, and information for a given writing task. Usually, prewriting is used in discussion, outlining, free writing, journal, and talk-writing.
2) Planning
   Planning in writing involves rhetorical purpose, the principal aim of the text, the factors in writing and how they are connected to the information generated during pre writing. The use of planning in writing is to develop a plan to reach the aim of the text.
3) Drafting
   Drafting is a combination of words to become a text. Good writers rarely make a draft in just one day because drafting must be checked over time.
4) Pausing
   The moments when the writer is not writing but he or she looks forward to what they have to produce to be writing and consider how well the text matches with the writer's plan.
5) Reading
   When pausing happens, reading will be used. The writers must compare what they have written with their plan before.
6) Revising
   Revising occurs after the writers have finished their first draft and consider the writing match between their plan and text. Revising almost includes getting suggestions, critics, and opinions from friends on how to improve the writing.
7) Editing
   Focusing on sentence level concerns, such as punctuation, spelling, how many words are used, and even agreement with the subjects.
8) Publishing
   Publishing is sharing the finished text with others into a paper or it can be on social media.

The Genres of Writing

Hammond and Derewianka, in Janeiro & Junho (2011), genre is the inevitable patterns in everyday, educational and literary texts occurring among a selected culture not only referring to sorts of literal texts. There are genres of writing as follows:

(1) Narrative

The main purpose of narrative writing is to tell a story. The writer of narrative will create a different character and tell what happens to them from the point of view of one of the characters. Narrative usually has characters, dialogue, the actions from the characters, the conflict and the last is it has a message from the story.

(2) Descriptive

The main purpose of descriptive writing is to describe something. The readers will know about the descriptions of people, objects, places, and events through the use of suitable details written by the writer.

(3) Persuasive

This genre's main purpose is to convince the readers. The writer gives the statement to the readers and convinces them to agree with the writer's point of view because persuasive writing contains reasons, arguments, and justifications.

(4) Expository

This genre is usually used to explain, clarify and justify a point through the text. The writer only focuses on telling you about the main topic or subject without expressing his or her personal opinions. Moreover, the writer of the expository wants the readers to state their opinion.

Teaching Writing

Teaching is an activity of learning to teach someone as called by the student. Schlecthy, as quoted by Ababio (2013), teaching is an art of encouraging students to behave in a way that is assumed to lead the learning, including trying to persuade students to have good characteristics. What Schlecthy stated by teaching was "art" that the teachers must change the situation more creatively to facilitate the students' learning to make students have an interest when teaching and learning.

Moreover, the definition of teaching writing according to Cheung, in Renandya & Widodo (2016:17), as a teacher needs to teach the writing processes in specific strategies to improve students' writing competence.

Narrative Text

Porter, in Marzona & Ikhsan (2019), narrative text is the representation of an event or series of events, which consist of narrative stories. The stories are events or sequences of events, and narrative discourses are events that are represented. Moreover Agustina (2017), a narrative text is a text to express thoughts and feelings into text with a series of events.

From the explanation above, it can be concluded a narrative text is a text where it has a character, plot, setting also has problems and the climax in the story. Usually, narrative text is a story that tells about writers' opinion, thought and sometimes experiences so it can be used to entertain the readers who feel bored at the time.

Method

In this research, the method used by the writer is quantitative method. Moreso, Apuke (2017), revealed that the research deals with quantifying, observing, and collecting data or variables in order to get results and make a conclusion about the data. The writer was taken

pre-experimental design for the research study**.** Cresswell (2014), the design only for one group where included pre-test measure followed by a treatment and post-test at the end. The writer was implementing Joylada Application in increasing students' writing skill. Besides, the writer expects this writing medium to be effective to increase students' writing skill in narrative text.

The population is all students in 8th grade and one class were taken as a sample. For deciding the sample, the writer used cluster random sampling. Using this way provides the same opportunity for each member of the population to be a research sample. The way it took uses a lottery number. In this sampling, the writer wrote the name of class VIII-1 until VIII-10 on a piece of a paper then roll the paper, after that put them into the glass and shook the glass twice. One roll of paper come out from the glass and the writer looked over it and got VIII-4 for the experimental class.

For the research instruments, the writer had to do observation to the school and class before doing the research. After that, the writer gave two kinds of tests, widely known as pre-test and post-test. The aim of the pre-test is for knowing the experiment before the treatment was conducted and the post-test aimed to look forward the differences of students' narrative writing after the writer gave a treatment using Joylada application.

Procedures Using Joylada Application

The producers of the treatment described the Joylada application as a medium of teaching narrative writing. The following procedures are as follows:

(1) The teacher gave the subject about Generic Structure of Narrative text.
(2) The teacher asked students to download the Joylada application.
(3) The teacher invites the students to make a group of eight people in each group to start determining the title and characters they want in their group.
(4) The students to pay attention to the teacher who gives them how to write a story the on Joylada application.
(5) The students were asked to write a story according to their imagination on Joylada application.
(6) The teacher gave them time only four meetings to write the story in turns.

Findings and Discussion

The research was conducted from March until April 2020. The writer used observation before the experiment, after that given a pre-test before treatment. The result is shown in Table 1. The table tells the range of the participants' pre-test score.

For knowing if the Joylada application is effective to increase students' writing skill or not. The writer implemented Joylada application as a medium to increase students' writing skill in the class. Before giving the treatment to students, the writer gave students pre-test, to know the students' scores before the writer started teaching the students. In the pre-test, the writer asked one by one student to write text freely in two paragraphs in 45 minutes. Then, the score was analyzed and it can be seen in Table 1.

Table 1. The Range of Participants' Pre-test Score

No.	Interval	Frequency	Percentage	Criterion
1	72 - 75	2	5%	Good
2	68 - 71	7	17,5%	Fair
3	64 - 67	10	25%	Fair
4	60 - 63	12	30%	

5	56 - 59	0	0%	Poor
6	52 - 55	7	17,5%	
7	48 - 51	2	5%	Very Poor
TOTAL (N)		40	100%	

The table tells about the range of participants' pre-test scores. The result from the experiment can be shown, the pre-test was approving that the students who got the highest scores in 72 - 75 were 2 students and the percentage was 5%. Meanwhile, the students who got the lower scores in 48 - 51 were 2 students and the percentage was 5%.

The finding shows problems that occurred in narrative writing, such as less enthusiasm and interest in narrative writing, not enough time to practice, and most students getting confused while combining word to sentences, especially in grammatical. These issues will get bigger in their success in learning narrative writing.

For the post-test, the writer asked students to write narrative text with the theme given by the writer and the theme is "Beauty and the Beast". The students have to write two paragraphs in 45 minutes. Then, the score was analyzed and it can be seen in Table 2.

Table 2. The Range of Participants' Post-test Score

No.	Interval	Frequency	Percentage	Criterion
1	93 - 95	1	2,5%	Excellent
2	90 - 92	3	7,5%	
3	87 - 89	3	7,5%	
4	84 - 86	12	30%	Good
5	81 - 83	7	17,5%	
6	78 - 80	13	32,5%	
7	75 - 77	1	2,5%	
TOTAL (N)		40	100%	

The table tells about the range of participants' pre-test scores. The result from the experiment can be shown, the post-test were approving that the students who got the highest scores in 93 - 95 were 1 student and the percentage was 2,5%. Meanwhile, the students who got the lower scores in 75 - 77 were 1 student and the percentage was 2,5%.

Table 3. The Result of Pre-Test and Post-Test

Tests	Lowest Score	Highest Score	Total Score	Mean Score
Pre-Test	48	75	2500	62.5
Post-Test	75	95	3336	83.4

It can be seen from Table 3 that the total score calculated by the students in pre-test was 2500 with the mean score 62.5. The lowest score was 48 and the highest score was 75. Meanwhile, in the result of post-test 3336 with the mean 83.4. The lowest score was 75 and the highest score was 95. From the score result, it can be conclude that the higher score was post-test.

The description of students' result of pre-test was calculated that only two students were in the criterion of 'good' (5%), seventeen students were in 'fair' (42.5%), nineteen students were in 'poor' (47.5%), and the last two students were in the criterion of very poor (5%), also none of students got 'excellent' in the pre-test. Meanwhile, for the students' result of post-test was calculated that only seven students in the criterion of 'excellent' (17.5%), and

thirty three in the criterion of 'good' (82.5%), and none of them got 'fair', 'poor' and 'very poor' in the post-test.

The results of the t-test calculation showed that the t_{-cal} was 17.5 and the t_{-table} with degrees of freedom (df) 40 obtained 1.68. The significance value was less than 0.05 and $t_{-cal} > t_{-table}$. The result can be concluded that the Joylada application can be unique and an alternative for teaching narrative writing skill. The students can increase their narrative writing skill through Joylada application. Besides that, the students won't get bored while learning narrative writing skill and also get improved in combining the words.

Conclusion

This research was gained to get empirical evidence about the effect of using Joylada application on students' writing skill on narrative text. The result from the pre-test was proved by getting 2500 score and the mean got 62.5. The lowest score in the pre-test was 48 and the highest score was 75. Meanwhile, the result from the post-test was proved by getting 3336 and the mean got 83.4. The lowest score on the post-test was 75 and the highest score was 95. Therefore, it could be concluded that using of Joylada application had a significant impact to increase writing skill in narrative text of 8th graders.

The Joylada application was approved as a new media for teaching narrative writing. It also is a motivation for students to use the application to increase their writing skill.

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