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The Use of Storybird to Improve Students' Narrative Writing Skills: A Classroom Action Research in Grade VIII at SMP N 3 Sleman, Yogyakarta

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Abstract

This study investigates the use of the Storybird platform to enhance the writing skills of grade VIII students at SMP N 3 Sleman in the 2024/2025 academic year. Although digital storytelling tools are increasingly integrated into EFL pedagogy, empirical evidence regarding their classroom implementation for improving multiple dimensions of writing remains limited. Addressing this gap, the research examines how Storybird supports students' writing development in a real classroom context. Employing a classroom action research design conducted in two cycles, the researcher collaborated with an English teacher. Participants comprised 32 students from class VIII B. Data were gathered through writing tests, observation sheets, field notes, and semi-structured interviews. Qualitative data underwent thematic analysis, while quantitative data were analyzed using descriptive statistics. Validity was established through democratic, dialogic, catalytic, and outcome criteria. Findings indicate that Storybird's picture book feature facilitated improved idea generation and more coherent organization of narrative texts. Qualitative evidence revealed heightened engagement, better vocabulary selection, and gradual gains in grammatical accuracy. Quantitatively, mean writing scores rose from 57.61 in the pre-test to 71.50 in Cycle 1 and 80.03 in Cycle 2. These results suggest that Storybird was associated with enhanced writing performance among the students. Given the classroom action research design, causal inferences must be drawn cautiously. Nevertheless, the study contributes contextual evidence on the pedagogical value of digital storytelling tools for supporting writing development in resource-constrained EFL settings.

KEYWORDS

classroom action research; storybird, writing skills.

Introduction

In learning English, students are required to master several fundamental competencies. There are four language skills: listening, speaking, reading, and writing. These skills constitute an integrated system in language acquisition and are essential for effective communication (Bui, 2022). As stated by (Abdullah & A., 2020), English has become increasingly important in education, professional environments, legal contexts, and global business; therefore, English language instruction is essential for students. Language functions as a medium for both oral and written communication, enabling learners to participate actively in meaningful interactions. In this framework, listening and reading are categorized as receptive skills (input), while speaking and writing are classified as productive skills (output). The balanced integration of these four skills facilitates students' ability to comprehend and produce language effectively, accurately, and appropriately in various communicative contexts.

Among these skills, writing plays a particularly significant role in academic contexts. Writing is not merely a means of expressing ideas but also a complex cognitive process involving organization, linguistic accuracy, and coherence. (Harmer, 2001) emphasizes

that writing proficiency is a crucial component of language learning, while (Bora, 2023) highlights its importance for both academic and professional purposes. Furthermore, writing requires mastery of multiple components, including grammar, vocabulary, punctuation, and textual organization (Brown, 2007; Faqih et al., 2022; Qu et al., 2023). As noted by (Arianti, 2018), writing is one of the fundamental skills that students must develop in learning English. However, writing is widely recognized as a challenging skill because it involves recursive processes such as planning, drafting, revising, and editing. (Anita, 2019) also reports that students frequently experience difficulties in learning how to write effectively.

In the context of English as a Foreign Language (EFL) in Indonesia, these challenges are even more pronounced. Students often struggle to generate relevant and engaging ideas, which leads to difficulties in initiating and sustaining writing. As noted by (Alwasilah, 2004), students frequently encounter problems related to limited vocabulary, grammatical inaccuracies, and inappropriate use of punctuation. Additionally, many students tend to rely on their first language when composing texts in English. Another critical issue lies in the instructional approach, where teachers often employ conventional and less interactive methods, resulting in low student motivation and engagement in writing activities.

Based on pre-observation and interviews conducted by the researcher, it was found that students in Grade VIII at SMP N 3 Sleman experienced substantial difficulties in writing, particularly in composing narrative texts. Students had limited ability to generate ideas, insufficient vocabulary, and difficulties in constructing grammatically correct sentences. Furthermore, the teaching method was predominantly teacher-centered, with limited use of engaging instructional media. As a result, students showed low interest in writing activities and limited understanding of narrative text structures. Previous studies have similarly indicated that insufficiently interactive media and activities may reduce students' engagement and focus during writing tasks.

The integration of technology in language learning has been widely recognized as an effective approach to addressing challenges in English as a Foreign Language (EFL) writing instruction. Digital technologies provide learners with accessible, interactive, and efficient tools that facilitate key stages of the writing process, including planning, drafting, revising, and receiving feedback. The incorporation of information and communication technology (ICT) into educational practices can enhance student engagement, support autonomous learning, and improve the overall quality of writing instruction. Furthermore, technology-mediated learning environments offer diverse and collaborative opportunities that enable students to develop their writing competence more effectively through continuous practice and immediate feedback mechanisms (Benner et al., 2022; Bakogiannis & Papavasiliou, 2025).

One digital platform that has gained attention in writing instruction is Storybird. Storybird is a web-based storytelling tool that allows users to create narratives using curated visual illustrations. Unlike conventional writing media, Storybird provides visual scaffolding that supports students in generating ideas, organizing narrative structures, and selecting appropriate vocabulary. This feature is particularly relevant for junior high school students, who often rely on visual stimuli to develop their imagination and structure their stories. The platform also facilitates collaborative storytelling and encourages students to focus on content development rather than being constrained by difficulties in idea generation. In this sense, Storybird not only functions as a digital medium but also as a cognitive support tool that enhances narrative construction.

Previous studies have demonstrated the effectiveness of

Storybird in improving students' writing skills. (Adawiyah, 2022) found that Storybird is an effective medium due to its engaging features, while (Zakaria & M., 2016) reported that students showed higher enthusiasm and motivation when composing narratives using Storybird compared to traditional methods. However, despite these findings, most prior studies tend to emphasize general improvements in writing skills without providing detailed analysis of how Storybird supports specific aspects of narrative writing, such as idea generation, organization, and linguistic development within a classroom action research framework.

Therefore, the novelty of this study lies in its focus on the contextualized implementation of Storybird in improving narrative writing skills among Grade VIII students, with particular attention to multiple dimensions of writing, including content, organization, vocabulary, language use, and mechanics. Additionally, this study contributes by examining how visual-based digital scaffolding can address specific learning barriers in EFL writing classrooms, especially in contexts with limited instructional media. Based on the problems identified, the researcher proposes the use of Storybird as an instructional medium to support students' writing development. Accordingly, this study is entitled: "The Use of Storybird to Improve Students' Narrative Writing Skills: A Classroom Action Research in Grade VIII at SMP N 3 Sleman, Yogyakarta."

Methods

Research Design

This study employed a Classroom Action Research (CAR) approach aimed at improving the narrative writing skills of eighth-grade students through the use of the digital learning medium Storybird in English language instruction. Classroom action research was selected because it enables teachers and researchers to implement direct interventions in classroom learning problems while simultaneously reflecting on the outcomes of the actions undertaken.

Classroom action research can be understood as a systematic inquiry process intended to solve practical problems in educational settings through cycles of reflective action. This approach allows researchers to develop contextual solutions to learning challenges experienced by students in everyday classroom practice. Through this mechanism, the learning process becomes not only the object of investigation but also a space for continuous pedagogical innovation.

The research design followed the cyclical model proposed by Stephen Kemmis and Robin McTaggart, which consists of four principal stages: planning, action, observation, and reflection.

During the planning stage, the researcher identified problems related to students' writing abilities and developed a learning strategy based on the use of Storybird. The action stage involved implementing the planned instructional activities in narrative writing lessons. The observation stage was conducted to monitor the teaching and learning process, students' engagement, and changes in writing ability that occurred during the implementation of the action. Finally, the reflection stage involved analyzing the results of observations and learning evaluations to determine the effectiveness of the intervention and to formulate improvements for the subsequent cycle. This research was conducted in two action cycles, with each cycle consisting of three instructional meetings.

Research Setting and Time

The study was conducted during the first semester of the 2024/2025 academic year at SMP Negeri 3 Sleman, located in the Special Region of Yogyakarta, Indonesia. The research took place from July 24 to October 15, 2024, following the

English class schedule for eighth-grade students, which was held once a week on Tuesdays. Each learning session lasted 45 minutes, in accordance with the standard instructional time allocation applied at the school. The research was carried out through two learning cycles, each consisting of the stages of planning, action, observation, and reflection.

Research Participants

The participants of this study were 32 students of class VIII B at SMP N 3 Sleman. The selection of this class was based not only on preliminary observations indicating that students experienced difficulties in generating ideas, organizing paragraphs, and applying appropriate linguistic features in narrative writing, but also on several pedagogical considerations. First, the English teacher identified class VIII B as having relatively lower baseline writing performance compared to other classes at the same grade level. Second, the class was considered suitable for intervention due to its accessibility and the teacher's willingness to collaborate in implementing and reflecting on the classroom action research cycles. In addition to the students, the study involved an English teacher as a collaborator who actively participated in classroom observations, reflective discussions on the implemented actions, and the evaluation of the teaching and learning process. This collaborative involvement was essential to ensure the relevance and practicality of the intervention within the actual classroom context.

Research Procedures

The research procedures were implemented through several stages as follows.

1. Reconnaissance (Problem Identification) At the initial stage, the researcher conducted classroom observations and interviews with the English teacher and several students to identify problems related to the teaching and learning of writing. The findings indicated that students had difficulties generating story ideas, developing narrative structures, and showed limited motivation in writing activities.
2. Planning : Based on the preliminary findings, the researcher designed a learning strategy utilizing Storybird as a digital medium to assist students in generating story ideas through visual illustrations. At this stage, the researcher also prepared instructional materials and research instruments, including the syllabus, lesson plans, student worksheets, writing assessment rubric, observation guidelines, and interview guidelines.
3. Action and Observation : The action stage involved implementing Storybird-based writing activities during narrative text instruction. During the teaching and learning process, the researcher and collaborator observed students' activities, their level of engagement in the classroom, and the development of their writing skills.
4. Reflection : At this stage, the researcher and collaborator evaluated the outcomes of the implemented actions based on observation data, interview results, and students' writing test scores. Reflection was conducted to determine the effectiveness of the instructional strategy and to formulate improvements for the following cycle.

Data Collection Techniques and Instruments

This study was conducted using a Classroom Action Research (CAR) design, in which quantitative and qualitative data were integrated to support the cyclical stages of planning, action, observation, and reflection. Quantitative data were obtained from students' learning outcomes to measure improvements in achievement across cycles, while qualitative data were collected through classroom observations, field notes, and interviews to document students' learning behaviors, participation, engagement, and

challenges encountered during the implementation process. The integration of these data sources was not intended to constitute a formal mixed-methods research design; rather, it served to strengthen reflective analysis and provide comprehensive evidence for evaluating the effectiveness of instructional actions and informing revisions in subsequent cycles. This methodological description is applied consistently throughout the abstract, methodology, and conclusion sections.

Meanwhile, quantitative data, obtained from students' writing test scores, were used to measure the progression of students' writing performance across cycles. The combination of these two data strands allowed for a more comprehensive evaluation of the intervention, where qualitative insights explained the learning process and classroom dynamics, while quantitative results provided empirical evidence of changes in students' writing outcomes. This integration ensured that each cycle of planning, action, observation, and reflection was systematically informed and continuously improved.

1. Observation : Observation was conducted to examine the teaching and learning process, student interactions, and the implementation of Storybird in classroom activities. Observation data were recorded using observation checklists and field notes.
2. Interviews : Semi-structured interviews were conducted with the teacher and students to obtain in-depth information regarding their learning experiences, difficulties in writing, and their perceptions of using Storybird in the learning process.
3. Writing Test : Writing tests were administered to measure students' writing ability before and after the implementation of the instructional intervention. The tests consisted of a pre-test, administered before the action was implemented, and post-tests, administered at the end of each cycle.

Students' written work was assessed using an analytic scoring rubric covering five aspects: content, organization, vocabulary, language use, and mechanics.

Data Analysis

Data analysis was conducted through both qualitative and quantitative approaches.

1. Qualitative Data Analysis : Qualitative data obtained from observations, field notes, and interviews were analyzed through several stages, including data reduction, coding, categorization, interpretation, and conclusion drawing. This analysis aimed to understand changes in students' learning behavior and the dynamics of classroom interaction during the implementation of the intervention.
2. Quantitative Data Analysis : Quantitative data were derived from students' writing test scores. The analysis involved calculating the mean scores and the percentage of improvement between the pre-test and post-tests. The data were processed using IBM SPSS Statistics to provide an objective description of the improvement in students' writing skills.

Validity and Reliability

The validity of the research was ensured through five classroom action research (CAR) validity criteria. Democratic validity was established by actively involving students and the collaborating English teacher in providing feedback throughout the implementation of the Teams Games Tournament (TGT) model. Outcome validity was evaluated by examining improvements in students' negotiation text writing performance across research cycles and comparing the achievement of predetermined learning objectives. Process validity was maintained through systematic classroom observations, field notes, and reflective discussions conducted after each instructional session to ensure that the intervention

was implemented as planned. Catalytic validity was achieved by encouraging both students and the teacher to reflect on their learning and teaching experiences, leading to greater awareness of effective writing practices and classroom participation. Dialogic validity was strengthened through regular consultations and discussions with the collaborating teacher and academic supervisor to review research procedures, interpretations, and findings.

To ensure reliability, students' writing tests were assessed independently by two raters: the classroom English teacher with more than five years of teaching experience and a university lecturer specializing in English language education and writing instruction. Prior to scoring, both raters participated in a calibration session to review the scoring rubric, discuss assessment criteria, and score several sample negotiation texts to establish a common understanding of performance standards. Inter-rater reliability was calculated using percentage agreement, resulting in an agreement level of 86%, which exceeded the commonly accepted threshold of 80% and indicated satisfactory scoring consistency. In cases of scoring discrepancies, the final score was determined by averaging the scores assigned by both raters. Furthermore, method triangulation and investigator triangulation were employed by integrating data from observations, interviews, field notes, and writing tests to enhance the credibility and trustworthiness of the research findings.

Result and Discussion

Research Findings

Reconnaissance Stage

The reconnaissance stage aimed to identify the main problems occurring in the teaching and learning process of writing narrative texts. This stage was conducted through classroom observation, interviews with the English teacher and students, and an initial writing assessment. The research was carried out in class VIII B of SMP Negeri 3 Sleman between July and August 2024. The classroom observation revealed several instructional challenges affecting students' writing performance. First, many students had difficulty maintaining concentration during the learning process. Some

students appeared disengaged, talked with peers, used their mobile phones for unrelated activities, and occasionally did not pay attention to the teacher's explanations. Second, the instructional media used in the classroom were relatively limited and repetitive, primarily consisting of presentation slides and online quizzes. This situation reduced students'

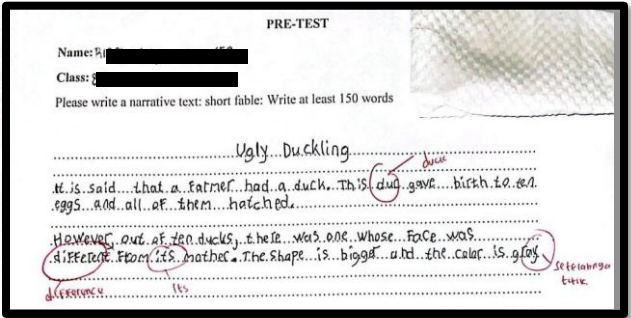


Figure 1. Example of Students' Narrative Writing Before the Intervention

Table 1. Field Problems Identified During the Reconnaissance Stage

No	Field Problems
1	Students had difficulty focusing during the lesson
2	Students often created noise and disrupted classroom activities
3	Students showed low motivation during writing tasks
4	Students rarely paid attention to the teacher's explanation
5	Students used mobile phones for unrelated activities
6	Instructional media were monotonous
7	Students had limited vocabulary mastery
8	Students perceived writing as a difficult skill
9	Students had difficulty generating ideas
10	Students struggled to organize sentences into paragraphs
11	Students made frequent grammatical errors

Table 2. The Action to solve the problems of the English writing in grade VIII B at SMP N 3 Sleman

No	Problems	Actions	Expected Results
1	The students found it difficult to maintain their focus during the learning process.	Implementing a Genre-Based Approach and utilizing Storybird as an instructional medium to attract students' attention, stimulate their interest, and provide various writing activities.	✓ Students would become more actively engaged in writing activities.
2	The teacher used monotonous instructional media.	Utilizing Storybird as an instructional medium to increase students' attention and interest in learning writing.	✓ Students would demonstrate greater focus and interest in writing activities.
3	The students lacked ideas and experienced difficulties in organizing them into a coherent text.	Utilizing Storybird to help students generate ideas and organize them effectively in their writing.	✓ Students would experience fewer difficulties in generating and organizing ideas.
4	The students had limited vocabulary mastery.	Using stories available on Storybird, providing greater exposure to vocabulary, and conducting vocabulary exercises.	✓ Students would improve their vocabulary mastery.
5	The students experienced difficulties in using correct grammatical structures in their writing.	Providing Storybird stories and picture books to enhance students' understanding of text organization and reduce grammatical errors.	✓ Students would better understand text organization and apply appropriate grammatical structures in their writing.
6	The students' understanding of writing mechanics was still limited.	Encouraging students to identify and correct their mistakes related to punctuation, capitalization, and the use of commas.	✓ Students would reduce errors related to writing mechanics.

Table 3. Summary of Research Results in Cycle 1 (Actions and Observations)

No	Research Stage / Meeting	Date	Teaching and Learning Activities	Research Findings / Observations
1	General Implementation of Cycle 1	27 August and 3, 10, 17 September 2024	The teaching and learning process in Cycle 1 consisted of one preliminary orientation session on 27 August 2024, during which students created Storybird accounts and received initial technical guidance, followed by three core instructional meetings on 3, 10, and 17 September 2024. The researcher implemented the actions in accordance with the lesson plans that had been prepared in advance. The instructional focus throughout these meetings was Narrative Text. The collaborator systematically documented the teaching and learning process through field notes and photographic records.	The actions focused on improving students' writing through narrative text learning using Storybird as instructional media.
2	Meeting 1 - Building Context and Modelling of Text	3 September 2024	The researcher explained narrative text and the learning objectives. Students learned about the storybird web and created a storybird account. The researcher demonstrated the picture (<i>Lion and Mouse</i>) from the storybird web and played a story video about (<i>the lion and mouse</i>). Students were asked questions related to the story and vocabulary.	Students sometimes answered Indonesian language but the researcher could see their enthusiasm to know and answer the question, although they were still shy and anxious in the first learning activity. One student stated " <i>cerita tentang singa dan tikus Ms. (the story is about the lion and the mouse Ms)</i> " and another said " <i>kita tidak boleh meremehkan orang dari luarnya (Don't judge someone by cover)</i> " (<i>Field Note 3, 03 September 2024</i>).
3	Meeting 1 - Students' Interest in Storybird	3 September 2024	The researcher showed pictures on the storybird web and explained that the media would be used to learn narrative text.	Students showed positive reactions to the images and expressed interest in the learning process. One student reacted " <i>wow cute</i> " when seeing the images (<i>Field Note 4, 03 September 2024</i>).
4	Meeting 1 - Language Features and Structure of Narrative Text	3 September 2024	The researcher explained narrative text structure (<i>Orientation, Complication, Resolution and Re-orientation</i>) and language features such as simple past tense, adjective, noun, and conjunction. Students practiced identifying verb 2 and analyzing narrative text structure in worksheet activities.	Students began to understand noun, adjective and conjunction, but were still confused about simple past tense. A student asked " <i>Miss, is this word masked to verb 2?</i> " and later said " <i>oh yes Miss, I understand</i> " (<i>Field Note 5, 03 September 2024</i>).
5	Meeting 1 - Identifying Narrative Text Structure	3 September 2024	Students identified narrative text structure together with the researcher using worksheet activities and worked with their desk mates.	Students gradually understood the narrative structure after explanation and discussion. A student answered " <i>orientation Ms</i> " when identifying the first paragraph (<i>Field Note 6, 03 September 2024</i>).
6	Meeting 2 - Review and Introduction to Storybird Writing Activity	10 September 2024	The researcher reviewed narrative text concepts, structure, and language features. Students were grouped into groups of 4-5 members and instructed to write a narrative text using Storybird based on selected pictures.	Some students understood the task and began writing narrative texts in groups, while others were confused or distracted. One student admitted " <i>Hehehe, Miss, I am dizzy, I don't know what to do.</i> " (<i>Field Note 10, 10 September 2024</i>).
7	Meeting 2 - Group Narrative Writing Activity	10 September 2024	Students wrote narrative text in groups with a minimum of five slides using Storybird pictures. Each group published their results and presented them in front of the class. The researcher discussed and corrected their narrative structure and sentences.	Some students were active in the activity, while others remained passive and shy. Some students still had difficulties understanding narrative structure and language features, especially the use of simple past tense.
8	Meeting 3 - Individual Narrative Writing Activity	17 September 2024	The researcher reviewed narrative text and conducted question-answer activities to ensure students' understanding. Students were then instructed to write narrative texts individually based on pictures.	Students showed improved understanding of narrative text structure. A student correctly answered " <i>orientation, problem, solution and re orientation Miss</i> " when asked about the structure (<i>Field Note 12, 17 September 2024</i>).
9	Meeting 3 - Individual Writing and Post-Test	17 September 2024	Students wrote narrative texts individually with a fable theme. The researcher checked students' writing and guided them during the activity. The task was used as the post-test for cycle 1.	Many students asked about verb 2 and narrative structure while writing but were able to complete their narrative texts within the allocated time.

motivation and participation during writing activities. In addition, the interviews with the English teacher confirmed that students frequently experienced difficulties in developing ideas and organizing their thoughts into coherent paragraphs. The teacher also reported that students demonstrated limited vocabulary knowledge and frequently made grammatical errors when writing narrative texts.

To further explore students' writing abilities, a pre-test was administered in August 2024. Students were asked to compose a narrative text based on a fable theme. The results indicated that most students struggled to construct coherent narratives. Their texts generally contained several common problems, including limited idea development, incorrect sentence structures, inappropriate verb forms, and errors in punctuation and capitalization.

Figure 1 shows two examples of the students' initial writing.

This figure illustrates the typical characteristics of students' writing before the implementation of the instructional intervention, including fragmented sentence structures, incorrect tense usage, and limited elaboration of narrative elements.

Based on observations, interviews, and analysis of the pre-test results, several major problems were identified in the classroom learning process.

After identifying the problems, the researcher and the teacher collaboratively discussed possible strategies to

improve the students' writing skills (see Table 1). Based on these discussions, the integration of the digital storytelling platform Storybird combined with a genre-based instructional approach was selected as the primary intervention strategy.

The Action to solve the problems

Based on the problems mentioned above, an action plan will be carried out through the objective of improving students writing in order that:

The Table 2 indicates that the implementation of a genre-



Figure 2. Students Writing Narrative Stories Using Storybird in Group Activities

Table 4. Summary of Reflection Results in Cycle 1 of the Implementation of Storybird in Writing Learning

No	Research Aspect	Data Source / Evidence	Research Findings
1	Effectiveness of Storybird in stimulating ideas	Observation and reflection results	Observation and reflection data indicated that Storybird appeared to support idea generation and text elaboration during Cycle 1, as students were observed developing additional paragraphs in their narrative writing.
2	Students' perception of Storybird learning activities	Interview Students 3, 17 September 2024	Students expressed positive responses to the learning activity. One student stated "Seru banget miss" and explained "yah seru nya, belajarnya pake hape miss storybird gambar itu, terus banyak aktifitasnya tentang nulis, pusing sih tapi seru kok miss." (Interview Students 3, 17 September 2024)
3	Students' interest in Storybird features	Interview Students 4, 17 September 2024	Students felt that Storybird made writing easier and more enjoyable because of the pictures. A student stated "Itu seru banyak gambar nya lucu lucu kita bisa milih apa aja, jadi gampang buat nulis." (Interview Students 4, 17 September 2024)
4	Teacher's perception of Storybird media	Interview Students 5, 17 September 2024	The English teacher stated that Storybird was a good medium because students looked happy and enthusiastic when using it. The teacher commented "Storybird is already good... the students also look happy when using the media because the pictures are interesting and there are lots of them." (Interview Students 5, 17 September 2024)
5	Students' difficulties in vocabulary and language use	Interview Students 6, 17 September 2024	Some students still experienced difficulties in distinguishing verb forms. One student explained "Sudah jelas kok miss, namun saya masih sedikit pahamnya, yang bedain v1 sama verb 2 itu miss masih bingung." (Interview Students 6, 17 September 2024)
6	Students' vocabulary problems during writing	Field Note 13, 17 September 2024	Students frequently asked about vocabulary when writing narrative texts. A student asked "Ms, what is the English for hedgehog, Ms?" (Field Note 13, 17 September 2024)
7	Teacher evaluation of students' writing ability	Field Note 14, 17 September 2024	The teacher stated that students had progress in developing ideas and class participation, but many errors remained in vocabulary, grammar, and understanding regular and irregular verbs. The teacher suggested increasing vocabulary, grammar, and punctuation activities in the next cycle.
8	Students' comprehension of narrative writing structure	Interview and observation results	Students began to understand the narrative writing sequence and recognized what should be written first in narrative text, although many students still had difficulty connecting sentences and applying time conjunctions, spelling, and punctuation correctly.
9	Improvement of writing aspects between Pre-test and Cycle 1	Writing assessment results	The mean score of all writing aspects increased from the pre-test to Cycle 1. Improvements occurred in content, organization, vocabulary, language use, and mechanics, although the improvement in language use and mechanics was lower compared with other aspects.

based approach combined with Storybird as instructional media was designed to address several major difficulties experienced by the students in learning writing. The planned actions focus on increasing students' engagement, stimulating idea generation, improving vocabulary mastery, strengthening grammatical understanding, and enhancing awareness of writing mechanics. Consequently, these strategies are expected to reduce students' learning difficulties and support the improvement of their overall writing performance.

Implementation of the Action

The intervention was conducted through two action research cycles following the model proposed by Stephen Kemmis and Robin McTaggart. Each cycle consisted of four stages: planning, action, observation, and reflection.

Report Cycle 1

Planning

During the planning stage, the researcher designed instructional activities integrating Storybird into narrative writing lessons. The instructional design followed the Genre-Based Approach, which included four stages: building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text. Several instructional materials and research instruments were prepared, including lesson plans, worksheets, observation sheets, interview guidelines, and writing tests.

Action and Observation

The results of Cycle 1 (Actions and Observations) indicate that the implementation of Storybird-based learning activities supported students in understanding and practicing narrative text writing (see Table 3). Through the stages of building context, modelling of text, group construction, and independent construction, students gradually demonstrated improved comprehension of narrative text structure and language features. The observations also revealed that visual media from Storybird increased students' interest and engagement during the learning process, although some students initially showed shyness and hesitation when responding to questions. However, several students still experienced difficulties, particularly in applying simple past tense and organizing narrative structures accurately. Overall, the instructional actions in Cycle 1 showed positive progress in students' participation and writing ability, although further instructional support was still required to strengthen their grammatical accuracy and structural understanding.

This Figure 2 illustrates how students collaborated in constructing narrative texts based on the visual prompts provided by Storybird. In the third meeting, students were asked to write narrative texts individually based on the fable theme. The individual writing task served as the post-test for Cycle 1.

Reflection

The results presented in Table 4 show that the use of Storybird as a learning tool has a positive impact on improving students' writing skills. The increase in the mean scores from the pre-test to Cycle 1 across all writing aspects demonstrates that students showed measurable progress in content development, organization, vocabulary, language use, and mechanics. In addition, interview and observation data reveal

that students felt more interested and motivated to write because the visual features in Storybird helped them generate ideas for their narratives. However, several students still experienced difficulties in vocabulary mastery and grammatical accuracy, particularly in distinguishing verb forms and applying simple past tense. Therefore, although the first cycle showed meaningful improvement in students' writing performance, further instructional support focusing on vocabulary, grammar, and punctuation was still required in the next cycle.

Based on Table 5, the mean scores across all five aspects of writing content, organization, vocabulary, language use, and mechanics demonstrate a consistent improvement from the pre-test to Cycle 1. This indicates that students showed measurable progress in their writing performance following the initial implementation of Storybird. Among the five aspects, organization and vocabulary exhibited the most notable increases, suggesting that the visual scaffolding provided by Storybird effectively supported students in structuring their ideas and selecting appropriate lexical items.

Improvements in the content aspect also indicate that students became more capable of developing relevant and coherent ideas in their narrative writing. Meanwhile, gains in language use and mechanics, although present, were comparatively more moderate. This suggests that while the intervention facilitated idea generation and text organization, students still required further support and practice in mastering grammatical accuracy and writing conventions. Overall, the findings from Cycle 1 reflect a positive trend in students' writing development; however, the variation in improvement across different aspects highlights the need for continued refinement of instructional strategies in subsequent cycles, particularly to strengthen students' proficiency in language use and mechanics.

Report of Cycle 2

Planning

The planning stage of Cycle 2 was developed through discussions between the researcher and the collaborator based on reflections from Cycle 1, with the aim of improving students' writing skills through the use of Storybird. The researcher designed three meetings and prepared instructional components aligned with the Merdeka Curriculum, including lesson plans on narrative texts using the Genre-Based Approach stages: Building Knowledge of the Text, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. In addition, supporting instruments such as student worksheets, observation sheets, interview guidelines, and post-tests were prepared to facilitate learning activities and evaluate the improvement of students' writing skills after the implementation of Storybird in Cycle 2.

Action and Observation

The findings presented in Table 6 show that the use of Storybird as a learning tool has a positive impact on improving students' narrative writing skills. Through the stages of building knowledge, modelling, joint construction, and independent construction, students gradually demonstrated better understanding of narrative text structure and language features. The learning activities also encouraged active participation, collaborative discussion, and increased enthusiasm among students during the writing process. Furthermore, students showed noticeable

Table 5. The improvement five aspect among the Pre-Test and Cycle 1

Test	Content		Organization		Vocabulary		Language Use		Mechanics	
	R	C	R	C	R	C	R	C	R	C
Pre-test	2,61	2,70	2,58	2,65	2,44	2,47	2,38	2,38	2,25	2,26
Cycle 1	3,04	3,04	3,1	3,09	2,92	3	3	3	2,78	2,84

progress in grammar use, particularly in transforming verb forms and identifying narrative elements such as orientation, complication, and resolution. Overall, the results suggest that the integration of Storybird media effectively facilitated

students' engagement and supported the development of their narrative writing competence.

Reflection

Table 6. Summary of Research Results in Cycle 2 (Action and Observation Using Storybird)

No	Meeting / Stage	Date	Learning Activities	Research Findings / Observations
1	General Implementation of Cycle 1	24 September, 1 October, and 8 October 2024	The teaching and learning process in cycle 1 was conducted in three meetings which purposed to increase the students writing skills using storybird. The research implemented the actions according the lesson plans created with the topic Narrative Text. The collaborator led notes and captures on the teaching and learning process.	The actions focused on improving students' writing skills in narrative text through Storybird-based activities and structured writing exercises.
2	Meeting 1 - Building Knowledge of Field and Modelling of Text	24 September 2024	The researcher displayed pictures from Storybird and asked questions such as "Do you know this story", "what the title of story" and "Describe the story with one words". Students also completed vocabulary exercises related to the story.	Students demonstrated improvement in identifying narrative text structure through discussion. A student stated "wow that's what Upin Ipin told" and another student explained the conflict and ending of the story (Field Note 15, 24 September 2024).
3	Meeting 1 - Analyzing Narrative Text Structure and Language Features	24 September 2024	Students analyzed narrative text titled "the shepherd Boy and the wolf" in LKPD activities 4 and 5 by identifying structure and language features such as past tense, adjectives, and conjunctions of time.	Students actively participated and showed better understanding than in the previous cycle. A student asked "Miss, the conjunction of time is like one day and once upon a time, right Miss?" and the researcher responded positively (Field Note 16, 24 September 2024).
4	Meeting 1 - Grammar Practice (Verb 1 to Verb 2)	24 September 2024	Students individually changed verb 1 to verb 2 using exercises provided in the LKPD along with a list of regular and irregular verbs.	Students became more confident and answered quickly. When asked about verb forms, students responded correctly such as "talked Miss" and "heard Miss" (Field Note 17, 24 September 2024).
5	Meeting 1 - Arranging Narrative Paragraph	24 September 2024	Students arranged eight random sentences into a coherent narrative paragraph with their desk mates.	Students actively discussed the structure and identified orientation, complication, and resolution. A student explained "there is once upon a time, then it starts introducing the characters so it's orientation right Miss" (Field Note 18, 24 September 2024).
6	Meeting 2 - Reviewing Narrative Text and Introducing Storybird Writing	1 October 2024	The researcher reviewed narrative text concepts, structure, and purpose. Students then worked in groups using Storybird to create narrative texts based on pictures.	Students were able to recall narrative concepts, answering that narrative text is "text about imaginary story Miss" and its purpose is "to amuse the reader Miss" (Field Note 20, 2 October 2024).
7	Meeting 2 - Group Narrative Writing Using Storybird	1 October 2024	Students worked in groups of 4-5 to create narrative stories using Storybird with a minimum of five slides.	Students were active, enthusiastic, and exchanged ideas with peers. One student asked "Miss, I want to ask, if for example we want to make a story about animals in the forest and then their conflict is fighting over food in the forest and then it is resolved by the king of the forest, the lion, like being reconciled, can we do it, Miss?" (Field Note 22, 2 October 2024).
8	Meeting 2 - Presentation and Discussion of Students' Narrative Text	1 October 2024	Each group published their Storybird narrative and presented their story to the class while the researcher discussed and corrected their writing.	Students' writing results improved in language use, structure, and writing mechanics, and many students actively participated in discussions.
9	Meeting 3 - Review and Preparation for Individual Writing	15 October 2024	The researcher reviewed narrative text and prepared students for individual writing activities.	Students showed enthusiasm and active participation in answering questions related to narrative text structure (Field Note 24, 15 October 2024).

No	Meeting / Stage	Date	Learning Activities	Research Findings / Observations
10	Meeting 3 - Individual Narrative Writing Using Storybird	15 October 2024	Students wrote narrative texts individually with a fable theme while the researcher monitored and corrected their writing.	Students were able to complete their narrative writing tasks independently, although many still asked about verb 2 forms and narrative structure during the writing pr

Table 7. Summary of Reflection Results and Students' Writing Improvement after Implementing Storybird

No	Aspect of Reflection	Research Findings / Evidence	Supporting Data
1	Overall Classroom Condition	Classroom observations during Cycle 2 indicated noticeable improvements in student engagement and collaboration; the class appeared to demonstrate greater cooperation and enthusiasm compared with Cycle 1.	Observational reflection during cycle 2
2	Improvement of Writing Skills	Observation and interview data suggested that students' writing skills improved across content, organization, vocabulary, and language use. The integration of Storybird appeared to facilitate these developments in both Cycle 1 and Cycle 2.	Observation results during cycle implementation
3	Vocabulary Improvement	Interview and observation data suggested a reduction in students' vocabulary-related challenges, with learners demonstrating greater familiarity with English lexical items and more confident word selection during narrative writing.	Student interview evidence: "Iya Miss, jadi senang nulis cerita terus bisa buat kalimat, lebih banyak kosakata dari sebelumnya terus tau simple past tense juga." (Interview Transcripts 7, 15 October 2024)
4	Language Use Improvement	Data from interviews and observations indicated that students appeared to enhance their language use in Cycle 2 relative to Cycle 1, employing appropriate tenses and past-tense forms more consistently when composing stories.	Interview analysis and observation during cycle 2
5	Organization and Mechanics Improvement	Classroom observations and student responses suggested improvements in organization and mechanics; students appeared better able to construct cohesive paragraphs and showed increased awareness of punctuation, spelling, and capitalization.	Student response: "Membantu banget miss, jadi gampang buat cerita, tau gimana kalo nulis, terus nyusun juga lebih gampang karna banyak gambar kan Miss sama banyak kosa kata baru." (Interview Transcript 8, 15 October 2024)
6	Mechanics Awareness	Students became more aware of the use of punctuation and capitalization because their work was corrected during the learning process.	Student response: "emmmm apa ya anu lo Miss, penggunaan koma, titik terus kapital karna kemarin suka di koreksi jadi sekarang bisa make nya." (Interview Transcript 8, 15 October 2024)
7	Quantitative Improvement of Writing Scores	The improvement of the students writing could be seen of the comparison of the mean scores in the student's achievement on the cycle 1 and cycle 2.	Mean score comparison data (Table 7)

Table 8. Mean Score of Student's Achievement in Cycle 1 and Cycle 2

Test	Content		Organization		Vocabulary		Language Use		Mechanics	
	R	C	R	C	R	C	R	C	R	C
Cycle 1	3,04	3,04	3,1	3,09	2,92	3	3	3	2,78	2,84
Cycle 2	3,75	3,72	3,85	3,88	3,83	3,86	3,65	3,68	3	3

Table 9. Comparison of Writing Scores

Test	Content		Organization		Vocabulary		Language Use		Mechanics	
	R	C	R	C	R	C	R	C	R	C
Pretest	2,61	2,70	2,58	2,65	2,44	2,47	2,38	2,38	2,25	2,26
Cycle 1	3,04	3,04	3,1	3,09	2,92	3	3	3	2,78	2,84
Cycle 2	3,75	3,72	3,85	3,88	3,83	3,86	3,65	3,68	3	3

The findings presented in Table 7 indicate that the use of Storybird is associated with an improvement in students' narrative writing performance during the second cycle. Qualitative evidence from classroom observations and interviews indicated that students demonstrated greater enthusiasm, collaboration, and confidence when engaging in narrative writing activities. In addition, improvements were observed in several writing components, including vocabulary, language use, organization, and writing mechanics. The quantitative data also showed an increase in mean scores across all assessed writing aspects from Cycle 1 to Cycle 2

(see Table 8). However, given the Classroom Action Research design without a control group, these findings should be interpreted as classroom-based improvements associated with the implementation of Storybird rather than as evidence of statistically significant effects or definitive causal impact.

Improvement of Students' Writing Scores

The improvement of students' writing performance can be observed through the comparison of the mean scores across the pre-test, Cycle 1, and Cycle 2.

As shown in the Table 9, the mean scores for all five writing

aspects improved from the pre-test to the post-test of Cycle 1 and further to the post-test of Cycle 2. The most substantial gains were observed in the organization aspect (O), which demonstrated a significant increase across the three assessment points. This improvement was substantiated by the comparison of mean scores between the pre-test and the post-test of Cycle 2. A comparable pattern of progress was evident in the content aspect (C), where the mean score rose from 2.61 in the pre-test to 3.04 in the post-test of Cycle 1 and subsequently increased to 3.70 in the post-test of Cycle 2. In the vocabulary aspect (V), the mean scores advanced from 2.47 in the pre-test to 3.00 in the post-test of Cycle 1 and reached 3.83 in the post-test of Cycle 2 following the implementation of Storybird. Similar improvements were recorded in the language use aspect (L), with mean scores increasing from 2.38 in the pre-test to 3.00 in the post-test of Cycle 1 and to 3.65 in the post-test of Cycle 2, as well as in the mechanics aspect (M), which improved from 2.26 in the pre-test to 2.84 in the post-test of Cycle 1 and to 3.00 in the post-test of Cycle 2.

To support of comparison of mean scores on each aspect, the researcher aspects, the researcher also analyzed the data by looking at the Paired Sample T-test. The detail quantitative data analysis of the pre-test and post-test can be seen on the table below.

Table 10 presents that paired-samples t-test was conducted to evaluate whether the observed improvement in students' overall narrative writing scores (composite score) from pre-test to post-test at the end of Cycle 2 was statistically significant. This test was selected as the appropriate parametric procedure because the design involved repeated measures on the same 32 students, allowing the analysis to focus on within-subject change scores while controlling for individual differences and thereby increasing statistical power compared with an independent-samples test. Prior to interpretation, the assumption of normality of the difference scores was examined and considered tenable given the moderate sample size and the known robustness of the t-test to mild departures from normality. The analysis revealed a statistically significant mean increase of 27.50 points in

overall writing scores from pre-test ($M = 57.61$) to post-test ($M = 80.03$), $t(31) = 23.066$, $p < .001$, 95% CI [25.07, 29.93]. The effect size was very large (Cohen's $d_z = 4.08$), indicating substantial practical improvement in addition to statistical

significance. These results support the conclusion that implementation of Storybird across the two classroom action research cycles was associated with meaningful gains in students' narrative writing performance. However, because the study employed a pre-experimental classroom action research design without a control or comparison group, alternative explanations such as practice effects, task familiarity, or teacher scaffolding cannot be ruled out; therefore, causal claims regarding the intervention's effectiveness should be advanced with appropriate caution.

The scores were obtained from the accumulation of the students' scores on the five aspects of writing at four assessment points: the pre-test, at the end of Cycle 1, at the end of Cycle 2, and in the post-test (see Figure 3). In the pre-test, the mean score was 57. This rose to 71 at the end of Cycle 1. Following the implementation of Storybird in Cycle 1, the mean score increased further to 80 at the end of Cycle 2. These results demonstrated a clear improvement in the students' writing skills. This version is now grammatically accurate, terminologically precise, and stylistically appropriate for a research article while directly resolving every point raised in the reviewer's comment.

The findings of this study indicate that the integration of the Storybird platform contributed to a progressive improvement in students' narrative writing skills across two classroom action research (CAR) cycles. This improvement is reflected not only in the increase in overall mean scores but also in the differentiated development across specific writing components. Notably, organization, vocabulary, and content exhibited more substantial gains, whereas language use and mechanics improved at a comparatively slower rate. This uneven pattern suggests that the impact of the intervention was selective rather than uniformly distributed across all dimensions of writing competence.

From a theoretical standpoint, this pattern can be explained through the framework of cognitive scaffolding in multimodal

Table 10. Paired Samples T- Test of The Pre-Test and Post Test

Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1	PRE-TEST - POST-TEST	-	6.74417	1.19221	-29.93153	-	
		27.50000			25.06847	-23.066	31
							.000

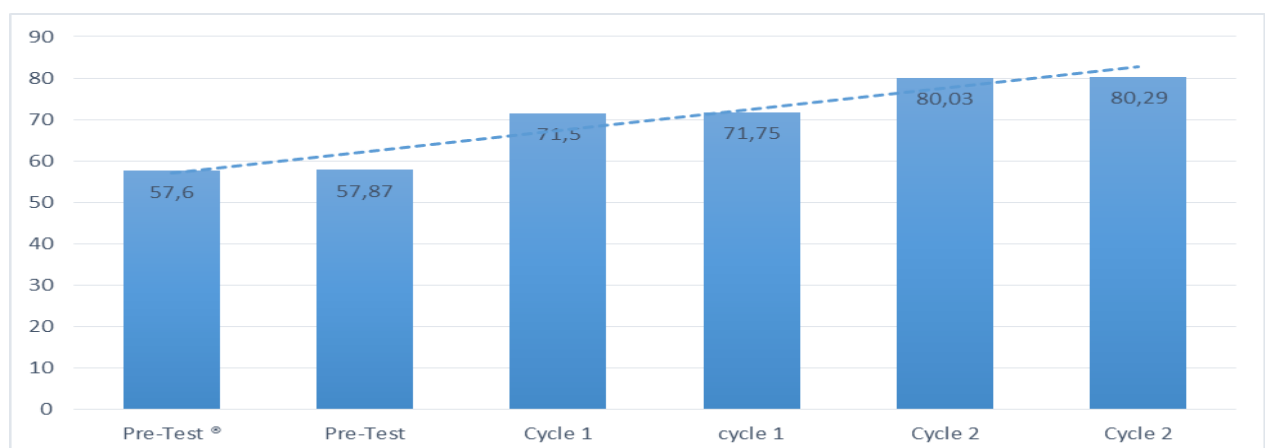


Figure 3. Improvement of Students' Writing Scores Across Research Cycles

digital environments. The visual features embedded in Storybird function as external cognitive supports that facilitate higher-order writing processes, particularly idea generation and narrative structuring. Students demonstrated enhanced ability to organize narrative elements such as orientation, complication, and resolution and to elaborate ideas into coherent texts. However, lower-order linguistic features, including grammatical accuracy and writing mechanics, did not develop at the same pace. This indicates that while visual scaffolding effectively enhances conceptual and organizational aspects of writing, it does not automatically lead to mastery of linguistic forms, which require explicit instruction and sustained practice. Consequently, the observed improvement should be interpreted as domain-specific rather than comprehensive across all writing skills. This interpretation is consistent with (Lou et al., 2026), who found that multimodal scaffolding in digital storytelling improves narrative coherence but requires additional support for linguistic precision, as well as (Alemi & al., 2022), who reported stronger gains in idea development than in grammatical accuracy.

In relation to existing literature, this study supports the broader claim that digital storytelling tools enhance writing performance (Kazazoglu, 2021; Shamsulbahri & Aziz, 2020; Zhang & Zhang, 2021). However, its primary contribution lies in offering more nuanced empirical evidence regarding the specific dimensions of improvement. While previous studies often emphasize overall writing gains, the present findings clarify that Storybird's principal strength resides in its ability to support narrative coherence and idea development through visual prompts. Conversely, its effect on grammatical accuracy remains limited without targeted pedagogical intervention. Similar patterns have been reported by (Ambarwati et al., 2026), (Köroğlu, 2023), (Ajabshir et al., 2024), and (Mahulette et al., 2020), all of whom highlight stronger improvements in content, organization, and creativity compared to linguistic accuracy.

From a pedagogical perspective, the effectiveness of Storybird is not inherent in the tool itself but is contingent upon instructional design. The increased student engagement observed in Cycle 2 suggests that iterative refinements such as clearer instructions, structured tasks, and guided feedback played a crucial role in enhancing learning outcomes. This finding aligns with Tetik and (Koder et al., 2025; Murad et al., 2023; Winnaandhini, 2025) and (Munajah, 2023), who emphasize that digital storytelling yields optimal results when integrated with scaffolded pedagogy and explicit teacher guidance. (Hastomo, 2015) similarly underscores that instructional media must be supported by appropriate pedagogical strategies to achieve effectiveness. Therefore, digital tools should be embedded within a structured instructional framework rather than treated as standalone solutions.

In terms of language development, the observed improvements in vocabulary and organization support the notion that visual media function as external cognitive aids (Abdullah & A., 2020). The images provided by Storybird enable learners to associate meaning with linguistic forms, thereby facilitating vocabulary acquisition and contextual usage. However, the relatively limited progress in language use and mechanics indicates that visual input alone is insufficient for developing grammatical competence. Empirical evidence from Ajabshir et al. (2024), further confirms that while digital storytelling enhances complexity and lexical diversity, grammatical accuracy improves more significantly when combined with explicit instruction, targeted feedback, and peer review. This underscores the necessity of integrating digital storytelling with focused language exercises to achieve balanced writing development.

Methodologically, the CAR design characterized by

iterative cycles of planning, action, observation, and reflection (Stringer, 2007) enabled continuous refinement of instructional practices. The transition from Cycle 1 to Cycle 2 demonstrates that pedagogical adjustments, including increased teacher guidance, incorporation of individual writing tasks, and more systematic feedback, were instrumental in improving both student engagement and performance. Thus, the study contributes not only by demonstrating the application of Storybird but also by illustrating how iterative pedagogical refinement within a CAR framework can optimize its implementation in authentic classroom contexts. This finding is consistent with recent CAR-based studies (Ambarwati et al., 2026; Köroğlu, 2023), which attribute progressive improvements to reflective and adaptive teaching strategies.

Nevertheless, these findings should be interpreted with caution. Although there is a clear association between the use of Storybird and the improvement in students' writing skills, the research design does not allow for strong causal inference. Other factors, such as repeated exposure to writing tasks, increased familiarity with narrative structures, and the role of teacher facilitation, may also have contributed to the observed outcomes. Therefore, the results are better understood as indicative of context-specific pedagogical enhancement rather than definitive evidence of causal effectiveness. This limitation aligns with the broader conclusions of (Winnaandhini, 2025) who notes that while digital storytelling consistently supports narrative development, causal claims remain constrained in the absence of controlled experimental designs. Comparable cautions appear across recent studies of digital storytelling and technology-enhanced writing interventions in language education, which similarly report positive associations in classroom-based or quasi-experimental settings yet emphasize that outcomes are frequently moderated by confounding variables including instructional support, technological access, learner prior knowledge, and contextual conditions, thereby underscoring the necessity of randomized controlled trials or extended experimental designs to substantiate causal effects (Lashari et al., 2022).

Implications

The findings of this study offer several pedagogical implications for English language teaching, particularly in the context of narrative writing instruction. First, the use of Storybird can support students in generating ideas and organizing narrative texts more effectively, especially at the junior high school level where learners often rely on visual stimuli. However, its implementation should be accompanied by structured instructional guidance to maximize its benefits.

Second, collaborative learning activities, such as pair or group work, were found to enhance students' engagement and facilitate idea exchange. This supports previous findings (Anggraini, 2020) that peer interaction contributes to deeper understanding and more active participation. Nevertheless, collaboration should be carefully managed to ensure equal participation among students.

Third, the provision of feedback plays a crucial role in improving students' writing skills across multiple aspects, including content, organization, vocabulary, language use, and mechanics. Consistent with (Miranty & al, 2025), timely and constructive feedback enables students to identify and correct their errors, thereby supporting continuous improvement.

Fourth, the inclusion of guided practice, such as grammar and vocabulary exercises, remains essential. While Storybird supports higher-level writing processes, lower-level linguistic accuracy still requires explicit instruction (Erden, 2022). Therefore, a balanced approach combining digital media and traditional instruction is recommended. From a broader perspective, although the findings suggest positive outcomes, the scalability of this approach may be influenced by contextual factors such as technological access, teacher readiness, and

classroom conditions. Consequently, further studies are needed to examine its applicability in different educational settings.

Limitation of the Study

This study has several limitations that warrant acknowledgment. First, empirical research on the implementation of Storybird within a classroom action research framework remains relatively scarce, which restricts the extent to which the present findings can be compared with or generalized from existing literature. Second, external classroom factors, including scheduling disruptions, school activities, and time constraints, affected the consistency of the intervention and may have influenced students' learning focus and overall outcomes. Third, the study was conducted in a single Grade VIII class comprising 32 students at one junior high school. Consequently, the findings are specific to this particular classroom context and cannot establish causal relationships, as the classroom action research design did not include a control group. All conclusions and recommendations must therefore be interpreted strictly within these contextual boundaries. Future research is recommended to involve larger and more diverse samples across multiple classes or schools and to employ experimental or quasi-experimental designs to strengthen causal inference while building upon the contextual insights provided by the present study.

Conclusion

This study found that the integration of the Storybird platform in a classroom action research setting was associated with a gradual improvement in students' narrative writing skills in one Grade VIII classroom. The improvement was reflected not only in the increase of mean scores across the pre-test, Cycle 1, and Cycle 2, but also in the differentiated development of specific writing aspects. In particular, organization, content, and vocabulary showed more

substantial gains, while language use and mechanics improved to a lesser extent. These findings suggest that Storybird primarily supports higher-order writing processes, especially idea generation and narrative structuring, through its visual scaffolding features. However, its contribution to grammatical accuracy and writing mechanics appears more limited, indicating that digital storytelling tools alone are insufficient for comprehensive writing development without complementary instruction.

The paired-samples t-test indicated a statistically significant increase in students' mean writing scores from the pre-test to the final post-test after the two-cycle intervention. However, because the study employed a single-class pre-post design without a control or comparison group, the result constitutes a within-class association rather than evidence that Storybird caused the observed gains. These improvements may also be attributable to repeated writing practice across cycles, sustained teacher guidance and feedback, the structured genre-based instructional framework implemented alongside the digital platform, and natural maturation effects over the research period. Within these inherent limitations of classroom action research, the study contributes context-specific empirical evidence on how the integration of Storybird with genre-based pedagogy was associated with differentiated gains across writing dimensions—particularly in content, organization, and vocabulary rather than uniform improvement across all sub-skills. This aspect-specific analysis distinguishes the findings from prior research that frequently reports generalized effectiveness without disaggregating sub-skill development.

Overall, the findings of this study suggest that Storybird may serve as a supportive instructional medium for enhancing students' engagement and certain aspects of narrative writing. However, its application should be integrated with structured pedagogical strategies, including explicit language instruction and constructive feedback, to promote more balanced writing development. These findings are specific to one Grade VIII classroom and should not be generalized beyond this context without further study.

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