

**USING STORY IN A BAG STRATEGY TO IMPROVE WRITING
SKILL TO THE TENTH GRADERS OF SMA NEGERI 4
PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

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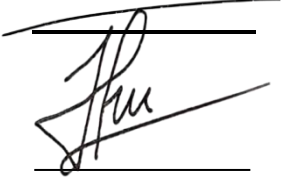
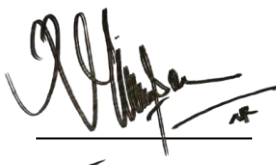
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DEDICATION

This thesis dedication to:

- Thank you for being the one constant when everything felt so overwhelming, and to the Prophet Muhammad, peace be upon him, who reminds me never to give up.
- To my loved ones at home, Maryuni Irma and my first love, Zulaini. Mom, thank you for your hard work and unwavering support. This degree is tangible proof of your ceaseless prayers
- To my beloved younger brothers, Sultan Nabil Wahyudha and Fahri Zahran Akbar, here is proof that hard work pays off.
- To Fineshyt, for being more than a constant presence, I extend my sincere gratitude for your invaluable support and unwavering motivation.
- To my supervisors, Dr. Darmawan Budiyanto, M.Pd., and Mr. Heru Setiawan, M.Pd., I would like to express my sincere gratitude for your invaluable guidance, which has enabled me to achieve high academic standards and has significantly shaped my professional mindset.

MOTTO

“Every bag holds a story, and every story is a step toward a better self.”

PERNYATAAN

Saya menyatakan dengan sebenarnya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari arahan dosen pembimbing

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, 13 maret 2026
Mahasiswa



Yunda Adella

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Palembang, 13 March 2026
The Writer



Handwritten signature of Yunda Adella.

Yunda Adella

ABSTRACT

This study aimed to investigate the difference in writing skills between the tenth-grade students at SMA NEGERI 4 PALEMBANG taught using the story in a bag strategy and those taught using conventional methods. The research employed a quasi-experimental non-equivalent control group design, involving a sample of 72 students selected through purposive sampling. The participants were divided equally into an experimental group and a control group (n = 36 students each group), data were analyzed using both paired sample and independent sample t-tests. Findings revealed that the experimental group's mean score improved significantly from 49.31 to 66.99, whereas the control group showed minimal progress, from 47.15 to 49.79. Statistical analysis using the independent sample t-test yielded a significance value of 0.001 ($p < 0.05$), indicating a statistically significant difference in writing skills between the two groups. The results conclude that the story in a bag strategy was an effective pedagogical tool for enhancing students' writing skills, offering a more impactful alternative to conventional teaching methods.

Keywords: *Story in a Bag, Writing Skill, Tenth Graders*

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents: (1) background of the study, (2) limitation of the study, (3) problem of the study, (4) objectives of the study, and (5) significances of the study.

1.1 Background of the Study

Foreign languages opened a window to a wider world, provided access to different cultures, ideas, and perspectives (Crystal, 2003). According to Altbach and Knight (2024), foreign languages involved sharing knowledge, experiences, and ideas to create inclusive communication. According to Valeev, et al. (2020), foreign language proficiency as a communication tool in today's globalized world enhanced the communication skill necessary for a competitive world.

In this increasingly connected environment, writing became a key communication tool that enabled students to effectively convey their ideas and perspectives so that they could actively participate in global discussions and contributed to relevant issues at the international level (Hyland, 2020).

Writing is one of the four important skill (writing, speaking, reading, listening) to build a written and structured delivery of information appropriately and accurately (Hasanah, 2021, p. 2). According to Graham

and Harris (2020), writing involved deep cognitive abilities, such as analysing information, building logical arguments, evaluating thoughts in conveying ideas. This is in line with Leijten and Van Waes (2022) who pointed out that writing was recognised as an activity that involved a person's cognitive abilities because it required executive attention to produce writing.

Tarigan et al. (2022, p. 2) also stated that writing allowed students to process information from various sources and then pour it into writing, thus that they could present informed and reasoned views. To conclude, writing was a cognitive ability that involved deep thinking, analysis, evaluation, and logical arguments and allowed students to process information from various sources to present it in a structured manner. Therefore, writing played an important role in the development of critical thinking and effective communication skill.

However, writing is considered a complex task to be accomplished. Students mostly encountered problems when they attempted to produce written text. Muhaimin (2019) found that students mostly made grammatical errors and they found it difficult to write correct sentences and appropriate vocabulary, which hindered their ability to express ideas clearly. Zainurrahman (2013) also noted that the lack of inspiration encountered by students could make them have had difficulty in writing. Furthermore, Yeli (2020) also noted that students often had difficulty stringing sentences into cohesive and coherent paragraphs due to a lack of

understanding about making clear topic sentences and developing main ideas with relevant supporting sentences. This was also in line with Nurfadhillah's opinion (2022), who asserted that students experienced errors in writing word structures, encountered idea barriers, and possessed a restricted lexicon, thereby hindering their ability to articulate complex thoughts effectively.

Specifically, the problem experienced by students at SMA Negeri 4 Palembang when the researcher conducted experience in teaching practice (PPL) on July 22, 2024, was that students had difficulty expressing their ideas in writing. The researcher also noted that students felt constrained because they were required to follow the standard format for writing titles, which limited their imagination. The researcher also found that students had difficulty writing due to a lack of vocabulary, and finally, when the material on writing a story was introduced, the teacher explained the material in the form of a lecture, which bored the students, making it difficult for them to apply the material properly.

Furthermore, when the researcher interviewed Ms. Erni Wijaya, M.Pd. as English teacher said that students' problems in writing skill and still made several grammatical errors, lacked ideas in their content, had limited vocabulary, and often made spelling mistakes in their writing at SMA Negeri 4 Palembang.

The problems that had been outlined above indicated the need for innovative teaching strategies to improve students' writing skill at SMA

Negeri 4 Palembang. One of the interesting strategies that had been applied was the story in a bag strategy, which was one of the interesting learning approaches that utilized storytelling and tangible prompts to engage students actively and increased students' active participation in writing (Spelleri, 2020).

Based on research in a study entitled “Improving Students' Ability in Writing Narrative Text by Using Story in a Bag Game at Eleventh Grade of SMAN 1 Tinggimoncong” by Jafar (2017)), using the story in a bag strategy, had been effective in improving grammatical understanding, minimizing typos in student writing, and encouraging students' confidence to put their thoughts into writing. Based on pre-test observations conducted in the eleventh grade at SMAN 1 Tinggimoncong, it was found that only 30% of students were able to produce well-structured writing, while the remaining 70% had difficulty organizing their ideas logically.

Next is a research study entitled “Staging Story in a Bag in Your Room or Online” by Dorfman (2021) showed that the use of the Story in a Bag strategy has been proven to significantly improve students' writing skill and develop their creative ideas so that students can create their own stories using the Story in a Bag strategy. Preliminary observation revealed that only 20% of students were able to produce a well-structured writing, while the remaining 80% struggled to organize their ideas logically. Then there is a study entitled “Narrative text story bag,” which integrates narrative texts for Early Childhood by Kimmel (2019) showed positive

impacts, supporting the development of students' language and writing skill as well as the professional development of teachers. Preliminary observation revealed that only 25% of students were able to produce a well-structured writing, while the remaining 75% struggled to organize their ideas logically.

Finally, the study entitled “Kindergarten Study Interactive Story Bags” by Cengiz (2020) showed that this strategy supports the development of students' reading and writing skill and increases students' motivation to write a complete text and enhances their writing imagination through this unique strategy. Preliminary observation revealed that only 15% of students were able to produce a well-structured writing, while the remaining 85% struggled to organize their ideas logically.

This had been in line with Griffiths' 1995 theory of using the story in a bag strategy model, which had successfully increased students' confidence in expressing their creative writing ideas and overcoming writing challenges, while also strengthening students' cognitive skill and writing creativity. Moreover, this strategy had encouraged active engagement and critical thinking by providing tangible prompts that stimulated imagination and helped organize thoughts systematically, leading to improved writing fluency and coherence.

Based on the description above, the purpose of experimental research on recount text writing skill with the implementation of the story in a bag strategy had had a positive impact on improving students' writing

engagement at SMA Negeri 4 Palembang by providing students with interactive and hands-on learning experiences that fostered creativity and collaboration.

Previous research showed that 80% of the 'story in a bag' strategy could help increase students' confidence in expressing their ideas in writing and improve their overall vocabulary. Students felt supported by a clear structure; the strategy was not monotonous during the learning process, and it reduced uncertainty in expressing ideas. In conclusion, the research got the idea that story in a bag strategy could have been a potential approach to improve students' writing skill. Therefore, this study aimed to explore the of the 'story in a bag' strategy in improving the writing skill of students at SMA Negeri 4 Palembang.

1.1 Limitation of the Study

The limitation of this study was limited to examine the effectiveness of Story in a Bag strategy to improve writing skill to the tenth graders of SMA Negeri 4 Palembang.

1.2 Problem of the Study

Based on the limitation of the problem above, the problems of the study were formulated as follows

1. Was it effective using Story in a Bag Strategy to improve the tenth graders' writing skill of recount text at SMA Negeri 4 Palembang?
2. Was there any significant difference of the tenth graders' writing skill between those who were taught using Story in a Bag strategy and those who were not?

1.3 Objectives of the Study

Based on the research problems identified above, the objectives of this study were as follows:

1. To find out whether or not it was effective using Story in a Bag Strategy to improve the tenth graders' writing skill of recount text at SMA Negeri 4 Palembang.
2. To find out whether or not there was any significant difference of the tenth graders' writing skill between those who were taught using Story in a Bag Strategy and those who were not.

1.4 Significance of the Study

The significance of this study provided a critical framework for understanding:

1. For the students

This study was expected to assist students in improving their writing ability, particularly in composing recount texts.

2. For the teachers

This study provided valuable insights for teachers regarding Story in a Bag as an alternative instructional strategy for teaching recount texts.

3. For the researcher herself

This study provided the researcher with valuable insights into educational research, enhanced her understanding of teaching strategies, and contributed to her future professional endeavors in education.

4. For other researchers

This study contributed to the existing body of literature on effective writing strategies and was expected to inspire further research on the Story-in-a-Bag strategy.

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