
PROMOTING STUDENTS' CREATIVITY IN WRITING THROUGH STORY BIRD GUIDED WRITING

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Abstract

The innovation of the teaching and learning activity is needed. It has a function to change the situation becomes more interesting and get the students more motivated. Nowadays the innovation of the teaching and learning process is getting closer with the existence of digital literacy. Through the digital literacy applies on web or mobile phone it is possible to have a literary work and do the literacy activities easier. There are many webs and applications offer the digital literacy features. This paper focuses on describing the use of Storybird as the digital literacy web in Guided Writing. The discussion is about the way it conducts in a class, the steps and also the materials used. The data were collected by documentation, observation, and interview; and, analyzed using qualitative description. The results show that Storybird is able to build the students' motivation in writing. It is because the features offered in Storybird give the students' a chance to build their creativity. Thus the guided writing automatically helps the students associating their ideas and give the suggestion needed related to the grammatical error which is commonly happened as well as give the comments related to the dictions they apply on.

Keywords: *Storybird, Guided Writing.*

Introduction

Conducting a joyful teaching-learning process is a must for the teacher everywhere. It has a lot of benefits for the students. They will enthusiastic if the learning method given by the teacher is not stressed them out. Thus it is easier for them in building an understanding related to the material. There are some ways and innovations of teaching-learning process in order to build a joyful learning process for students. The innovations existed are in media, design and so on. Here the focus is in writing skill of freshman students.

Through this research, the researcher would like to share the innovation of media used in teaching and learning process. It is *Storybird*, a web covers an interactive learning class created for the students and teachers. Thus, it is also considered as a joyful way in taching and learning process.

Storybird is not a new research anymore, there are some previous researches related to this. Zakaria conducted a research discusses the students' experience of using Storybird in writing ESL narrative text. The findings show that most of the respondents reflect their positive experiences in using Storybird in writing ESL narrative text. This study has significant implications to shed some light on the potential use of Storybird as a paedagogical tool in English course. (Zakaria, Yunus, Nazri, & Shah, 2016)

Furthermore Giacomini in her teaching practice, she did not follow a specific method; rather, she used a combination of strategies she found enriching and successful by employing Storybird as one more tool. (Giacomini, n.d.)

The research related to the Guided Writing is the research conducted by Wiwi Apriani in 2015. This research discusses how the strategy of Guided Writing able to improve students' achievement. The subject of the research is the students of 9th Grade of 9 Langkai Palangkaraya in 2015. The result was, through this strategy, the students' achievement was improved. Still related to Guided Writing, the second research conducted by Nurmaisa was also in the same year. The different is, this research focuses on the students in writing the narrative essay, and the subject is also the same, the elementary students.

Thus, through this research the researcher would like to discover the use of story bird in guided writing considering some benefits of both combinations.

A. Storybird

Storybird known as a digital storytelling application or a web gained millions of users. It allows users to

combine and share artistic and literacy talent across the worldwide. The most interesting feature of Storybird is the existence of amazing arts. The variety and interesting images are available in the site enable the users to craft their stories without having to draw pictures. Users can simply use abundant of free arts by dragging the images in shaping and modifying their storyline which eventually change into either picture books or long form books. Picture book has a function as storyboards where users choose and drag images page by page to match the storyline. Thus others are able to read this because it is shared. (Zakaria et al., 2016)

For the teachers it is simply to use because it requires less preparation and let them easily create individual user accounts for students. Through that way teachers can review all story books that students made. Storybird can be used collaboratively with another student in class or school, or with students from different schools in the same region or from another country. It can also be used as a practice way to collaborate between parent and child. (Menezes, 2012)

The researcher decides to use it as a supporting tool in writing class because of its interesting features and its flexibility. This web is also available in mobile phone version that is why it is flexible and possible for every student to access it easier.

B. Guided Writing

Guided writing is a strategy to improve students' writing skill and also has a benefit to enrich the teaching and learning process. This strategy can be used in any level of students. It is also a type of instructional framework for any types of writing assignment chosen. (Apriani, 2015: 24)

While according to Nurmaisa, guided writing is a learning method places a teacher as a students' tutor. It involved the teacher in students' writing project. The writing project focus on materia discussed before. The existence of a guided writing in a small group gives a chance for the teacher to give in depth understanding to the students because of the intense support of it. (Nurmaisa, 2015:5)

The researcher decided to apply this guided writing in order to build an intensive support to the students in order motivate them to write.

C. The use of Storybird in Guided Writing

Considering some benefits of both Storybird and Guided Writing, the researcher conducted a *best practice* of a writing class entitled the use of Story Bird for Guided Writing.

Storybird used because of its interesting features and also flexibility. This Storybird available in mobile phone version thus students are able to access it easier. There is no more reason and reluctant for the students to access it because it is close to them.

Then Guidedwriting used in order to build an intensive support from teacher to the students. It makes the students feel free to share their ideas and give a chance to the teacher evaluate it easily.

Problems

Like in some previous research, it is also possible to find the proper use of Storybird for the teaching and learning process. For that reason, it is worth considering answering some key questions related to the use of Storybird in Guided Writing:

1. What are Storybird and Guided Writing?
2. How do the lecturer and the students make the Storybird and Guided Writing work?
3. How does the lecturer make the use of Storybird for Guided Writing effective?

This research aimed to explain the use of Storybird in guided writing in order to give a description related to the implementation of it. Furthermore, it can be used as an alternative reference for the similar research. Storybird is not the only web contains some features to make the students' writing activity easier. But the existence of it and also this research may can be used as a consideration in conducting the similar teaching and learning process.

Thus, this research focuses to the use of Storybird for Guided Writing. In Storybird, there is a feature where the students are able to create their own writing. Thus, through that feature the lecture is able to guide students' writing because of the existence of provided comments columns there. In other side, it is effective to reduce the reluctant feeling of the students because the result of the writing evaluation is privately known by the lecturer and one individual only as the writer. The student who has introvert character, maybe afraid if someone read his/her writing will be confidently submits their writing through the Storybird.

Research Methods

This research attempts to describe and explain a class activity of both lecturer's and students' performance using *Storybird*. The data were obtained from an Intensive English language class of mixed-ability freshman students taught by a female lecturer. They were collected by a file documentation, video and recorded interview.

The results of recording were transcribed so that it is easier to prepare data fragments of lecturer-students interaction whenever discussing the use of Storybird in class. Observation was done by the researcher's sitting at

the back of the classroom taking field notes (Spradley, 1980: 59). This facilitates getting comprehensive understanding of the corpus and its context which is useful in the process of transcribing and analyzing.

The data were, and then analyzed qualitatively using the techniques of qualitative data analysis proposed by Miles and Huberman (1992: 18), namely data reduction, data display, conclusion drawing and interpretation. Parts of the transcript and the notes which were not directly related to the lecturer-students interaction were set aside; points, draw conclusions, and make interpretations. (Milal, 2011: 1).

Research Result and Discussion

Through the use of Storybird in Guided Writing, students are able to share their ideas and almost have no worries to write anything they want to write. First of all, students try to write the story by themselves. They then published it out through their account on Storybird. Then the lecturer give it comments based on the students' need in revising their writing after check it one by one. The process of giving comments and suggestion for further revision is named a guided writing. Thus the process of students' writing is under lecturer's supervision without the reluctant way of the student, because they don't have to meet the lecturer directly in order to get the supervision. This way aimed to give the students motivation to write, and build their confidence in associating their ideas.

The problems arose during the use of Storybird in Guided Writing such as the grammatical error made by the students and also the diction problem. Most of them were confused in deciding the suitable tenses to apply on. Then the lecturer suggests the proper tenses and revises those grammatical error made by the students in order creating such readable writing. The diction problem is also a common problem happened on students' writing. It is because the writing is in English which is their second language. They might try to use unfamiliar word in order to complete their writing but unfortunately that is not a good choice. Then the function of guided writing here is giving a revision related to the use of diction. Overall students were very creative in selecting the suitable picture for their stories. They had an original idea too.

Conclusion and Recommendation

Storybird can be used as an alternative way of innovation in teaching and learning process especially in writing. This is a web which has some features to provide digital literacy needed. While guided writing is a way of the lecturer guide students in their learning process. The combination of both Storybird and Guided Writing are able to avoid the reluctant of the students in students' writing process. The features in Storybird effectively build students creativity. Thus teacher suggestion and comment through Guided writing process obtained a better writing of students.

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