DEVELOPING STUDENTS' CREATIVE WRITING USING STORYBIRD APPLICATION

Muhammad Furqan[1], Erik Yuda Pratama[2], Muhammad Agus Trianugraha[3]
English Education Program
Faculty of Teacher Training And Education
Universitas Ibn Khaldun Bogor
uhammad.furqan97@yahoo.co.id; erik.yuda.pratama@gmail.com; trianugraha1276@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk menemukan perkembangan penulisan kreatif siswa menggunakan aplikasi storybird. Penelitian ini menggunakan Studi Kasus 2.0 sebagai metode untuk mengumpulkan dan menganalisis data. Penelitian ini mengungkapkan bahwa storybird dapat membuat siswa lebih kreatif dalam kelas menulis kreatif, storybird dapat membantu siswa untuk menemukan ide dalam kelas menulis kreatif, dan storybird dapat membuat siswa lebih termotivasi untuk menulis di kelas menulis kreatif. Jadi, berdasarkan hasil penelitian ini, storybird adalah media yang sangat efektif untuk digunakan dalam kelas menulis kreatif dan siswa perlu menguasai media ini untuk mendapatkan hasil yang baik dari pembelajaran menulis kreatif mereka. Stoybird membuat proses belajar menulis kreatif menjadi menyenangkan.

Kata kunci: Menulisan kreatif, aplikasi storybird

ABSTRACT

This study was aimed to findings the development of students' creative writing using a story bird application. This study used Case Study 2.0 as a method for collecting and analyzing the Data. This study revealed that the story bird could make the students more creative in the creative writing class, story bird could help students to find the idea in a creative writing class, and story bird could make the students more motivated to write in the creative writing class. Therefore, based on the result of this study, a story bird is a media which very effective to use in a creative writing class, and the student needs to master this media to get a good result of their creative writing learning. Stoybird makes learning the creative writing process to be joyful.

Keywords: Creative writing, story bird application

INTRODUCTION

Writing is one of the learning skills that must be mastered. Writing in learning a language is very important as written communication and for education. Urbanova and Oakland (2002: 31 cited in Klimova (2013)) argue that the written language has nowadays an important social and educational function and its status has high social prestige. it means that writing has an important function in education. Nowadays in education, students must have the creative writing skill to make beautiful writing. Creative writing is the learner's ability to use their brain to imagine and expressing their feeling to create beautiful writing. According to Chen (2017), Creative writing is reaching the purpose of expressing the thoughts, feelings, and emotions of the writing. Creative writers have the power to entertain someone, to make someone laugh, to make someone cry, and to make someone think. Of course, in creative writing, the learners must their feeling to make writing more animating. Creative writing is very needed in writing the narrative because in writing narrative the student must use their creativity in writing. In this era, students can

improve their creative writing ability by using technology. Technology can make students easier to develop their creative writing.

Nowadays, in 21-st century technology has changed a writing media. The writer does not only use paper as media, but the writer can also use technology as a media. According to Yancey (2009) states that in the 21st century, people write as never before—in print and online. With digital technology and, especially Web 2.0, it seems, writers are everywhere on bulletin boards and in chat rooms and emails and text messages and on blogs responding to news reports and, indeed, reporting the news themselves as I-reporters. From that statement above means that the writer in the 21st century is not only can write on paper but now the writer can write everywhere and can use technology as media to write. In this era, technology has changed writing media exactly writing narrative. Now, the student can use digital storytelling to write the story.

Digital storytelling is one tool of technology exactly multimedia that used to create stories without use paper. According to Robin (2016), Digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music, and video. The student can be easier and happier to create a story using digital storytelling. They can combine their story with use beautiful picture and then they can write clearly with the use of digital storytelling because they can use many kinds of text. The application that can be used to make digital storytelling is a story bird application.

Story bird is a very simple and fascinating storytelling tool that offers ready-made high-quality digital visualization. It provides whole collections of-artwork around a theme or topic. The artwork is by amazing artists and the collections are linked. So all the pictures have the same 'look and feel' and can be easily fitted together to create a very professional-looking story,

(Stannard, 2010). From that statement, the story bird is the digital storytelling application that uses the picture as the media to help students in learning writing.

The problem of writing that often happens in school is students have difficulties in creating the idea and students feel confused about what they want to write. According to Abderraouf (2016) argues that most learners faced difficulties with vocabulary, idioms, cultural knowledge, and less experience with second language rhetorical strategies. Students in this study have displayed difficulty in beginning to write, developing ideas. That problem happened because the students were difficult to use their thinking skills. If the students cannot solve that problem, the students will get a bad result in their writing. But nowadays, there are online applications that can solve this problem. The application is a story bird.

Storybird can use to help the students to solve the problem in learning writing like students have difficulties in creating the idea and students feel confused to imagine what they want to write because if students only learning by using textbooks is a lack of effectiveness. According to Thonghatta (2016) states that- Storybird, which is a storytelling website, is an activity that would help students improve writing ability and reading ability and boost creativity and imagination through a beautiful picture. From that statement, the student can improve their thinking skill like imagine they idea in writing through a beautiful picture. Using story bird in learning writing can make students' learning results better.

For this reason, the researcher wants to continue from the previous study to conduct a case study about developing students' creative writing using a story bird application.

Research Question

To what extents do story bird applications help the students to develop their creative writing?

Purpose of The Study

To know to what extent do story bird application help students develop their creative writing

THEORETICAL FRAMEWORK

Writing is one of the four language skills besides listening, speaking, and reading. Writing is very important in language learning. According to Nation (2009:112) states that writing is an activity that can usefully be prepared for my work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. It means that writing can be increased by learning other language aspects. It means that writing is an activity that used to product words and writing can work with other skills like speaking, listening, and reading.

Another study was conducted by Harmer (2006:79-80) argues that writing is a basic language skill, as important as speaking, listening, and reading. He said that writing including part of English skills. Writing is as important as other English skills. The student must learn about writing skills to can communicate with written communication.

Writing is essential. It brings about a lot of advantages. According to Chappell (2011) writing used to helps students express one's, personality, foster communication, develop thinking skills make logical and persuasive arguments. give a person a chance to later reflect on his/her ideas and re-evaluate them, and provide and receive feedback. It means that writing has many benefits for students in language learning to make students more creative.

Creative writing is the learners' ability to use their brains to imagine and expressing their feeling to create beautiful writing. According to Chen (2017). Creative writing is reaching the purpose of expressing the thoughts, feelings, and emotions of the writing. Creative writers have the power to

entertain someone, to make someone laugh, to make someone cry, and to make someone think. Of course, in creative writing, the learners must their feeling to make writing more animating.

Another study was conducted by McVey (2008) cited in Tütüniş, B. & Küçükali, S. (2014) states that All writing is creative writing because writing uses the materials of language, experiences, knowledge, textual sources, personal ideas and imaginings of the writer, bringing out something that did not exist- before. All of the writings of students are important and any kind of writing is a creative act. From that statement means that writing can be said to be creative-writing in writing students use imagination and creativity and experience as writing material.

Creative writing can be used to increasing students' interest and motivation in learning writing. According to Tütüniş, B. & Küçükali, S. (2014) argues that creative writing activities in foreign language classes might bring some solutions both to writing teachers' difficulties and to students who look down upon writing as a class activity. Creative writing does not require a model to publicize the prescribed patterns. Creative writing helps students to engage personally and enjoy the writing process. In the technological era, students can use digital storytelling as learning media.

Digital storytelling is one tool of technology exactly multimedia that used to create stories without use paper. According to Robin (2016), Digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music, and video. The student can be easier and happier to create a story using digital storytelling because they can combine their story with use beautiful picture, they can write clearly with use digital storytelling, and then the student can train

their creativity in writing through digital storytelling.

Another study was conducted by Robin and McNeil (2012) holds that there are a variety of reasons of using digital story in the classroom, such as; motivates students and involves them in the writing process and helps improve writing skills by having students learn to write with a concise point of view. Reinders, H. (2010) affirmed that digital storytelling is a great tool in motivating students to use language inside and outside of the classroom It means that digital storytelling can help students in learning writing exactly to enhance students' motivation in learning writing. Digital storytelling is more effective if used in learning creative writing. Because digital storytelling can enhance students' motivation in writing and make students more creative in writing.

Digital storytelling has many benefits for students in learning the language. According to Robin and McNeil (2012) state that students who participate in the creation of digital stories may develop enhanced communication skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. It also can help students as they learn to create stories for an audience and present their ideas and knowledge in an individual and meaningful way. It means that digital storytelling can help students in learning writing, exactly in learning creative writing. In digital storytelling, students will be helped to organize the idea in creative writing. The students can use story bird as a media for presenting digital storytelling

Storybird application is an online application used to help students in learning writing. According to Thonghatta (2016) states that Storybird, which is a storytelling website, is an activity that would help students improve writing ability and reading ability and boost creativity and imagination through a beautiful

picture. Dabbs (2013) who believed that-story bird is a fun platform and encourages students to increase creativity. Storybird provided a lot of images but most of them are not related to each other, so the students are forced by the teacher using their creativity to make or write a story using those different images. From that statement, the student can improve their creative writing like imagine they idea in writing through a- beautiful picture. Using story bird in learning creative writing can make students more creative than before.

Another study was conducted by Mohamed (2017) argues that Storybird is easy to use and can transform learners' experiences of reading and creative writing. Learners can browse for stories that interest them and create their picture books, stories, and poems. Inspirational artwork can help them express and develop ideas and feelings in a safe learning environment. Zakaria, S. et al. (2016) states that when using a story bird in writing as participants have used a variety of images with lengthy texts. They also prefer working collaboratively as they share their feelings and thoughts with their friends in gaining more ideas to write and choosing suitable vocabulary. It means that learning writing through a story bird can develop students' creativity in writing. Because story bird can help students in finding or develop their ideas in writing.

As reported by Gakhar and Thompson (2007: 608) who says a Storybird is a digital storytelling technology in which-engage and motivate students to develop skills for creating creative writing, designing, collaborating, communicating, and reflecting. According to Ramírez (2013, p. 178) said that motivation represents a defining factor because when- learners feel motivated to learn, the results in terms of participation and writing production increase. That was what happened when students wrote using Storybird. According to Berg (2015) argues that Storybird is an excellent resource for

educators and an exciting opportunity to experience the writing and publishing process for students. It's visually appealing, allows for adaptive uses, includes a thoughtful set of educator tools, and accounts for privacy concerns. Hillson, et al (2009) states that the majority of the pupils find that it was exciting for them to select illustrations that they want to use. Pupils have gained confidence and established positive engagement through collaborative learning in completing tasks using a story bird. That statements mean that story bird application can be used to increase students' motivation in writing and story bird application can make students more excited in learning creative writing.

METHOD

Research Design

This study conducted by using qualitative research and used case study 2.0 to collected and analyzed the data   This study take the data from the second grade of State High School 8 in Bogor. Participants selected from 20 students consisting of 3 men and 5 women who are still beginners in learning English. The ages of the participants were between 15 until 16 years old.

The data collected by using questionnaires, a synchronous semi-structured interview, and an online artifact as the instruments.

The processes of collecting data begin as follow; (1) Find some theories about the development students' creative writing using story bird application and choose the participants which were the students; (2) And then, preparing the questionnaire and interview guideline as to the instruments; (3) The next step, ask the participants to make a short story using story bird and give the questionnaire sheets to the participants. (4) After the data from the questionnaire were analyzed, the researcher did the interview session and collected the online artifact from students' projects. And analyzing data from the interview, the last made a conclusion based on the data.

The processes of the analyses are mention below.

a. Assembling step
   Collect the data from the questionnaire, interview notes, and online artifact.

b. Analyzing step
   Describing the data from the questionnaire, online artifact, and interview notes, shortening the data, categorizing the important data to seek important information related to research focus.

c. Finishing step
   Concluding the outcomes.

RESULT AND DISCUSSION

These research findings present and discuss the answer to the research problems. The findings of this study are mentioned below.

1. Storybird Could Make The Students More Creative in Creative Writing Class

In this part there were three statements, they were S-8 (Storybird can train my creativity), S-15 (I feel more creative when writing a story using *story bird*). The result of the data would be described below.

Table 1. Storybird could make the students more creative in a creative writing class

NO	Storybird Could Make The Students More Creative in Creative Writing Class S-8 (Statement 8)	Score Criteria
P1	5	5
P2	4	4
P3	5	5
P4	5	5
P5	4	4
P6	5	5
P7	5	5
P8	5	5
Total Criterion Score		**38**
Maximum score		**40**
Rating/Scale = 38 : 40 x 100%		**95%**

*S = Statement, P = Participant

Based on table 1, the participants argued that a story bird could make students more creative in the creative writing class. As the questionnaire result which- mentioned that 95% of the participants said Agree to the statement in S-8 (statement 8) above that Storybird can train their creativity.

Table 2. Storybird could make to students be more creative in the creative writing class

NO	Storybird Could Make Students be More Creative in Creative Writing Class S-15 (Statement 15)	Score Criteria
P1	4	4
P2	5	5
P3	5	5
P4	5	5
P5	4	4
P6	4	4
P7	5	5
P8	5	5
Total Criterion Score		37
Maximum score		40
Rating/Scale = 37 : 40 x 100%		92,5 %

*S = Statement, P = Participant

Based on table 2, the participants argued that a story bird could make students more creative in the creative writing class. As the questionnaire result mentioned that 92,5% of the participants said Agree to the statement in S-8 above that they feel more creative when writing a story using *a story bird*.

The results of the questionnaire above were also supported by a statement from the result of the interview that the students' perception that Storybird could make students more creative in the creative writing class. From eight statements of eight participants agree that Storybird could make students more creative in a creative writing class.

"*Yes, I want to use Storybird because I can increase my creativity through pictures and various themes. And, in my opinion, story bird is suitable for young people who have a hobby of making picture stories.*" **P1**

"*Of course, because with the story bird, my creative soul can more develop.*" **P2**
"*Yes, because the story bird helped me in writing and made me creative with using pictures.*" **P6**

The result of the questionnaire and interview above were also supported by online artifacts. These online artifacts consist of student's projects of story bird.

Picture 1. The online artifact of the student project

Based on the online artifact above, were also supported by a statement from the result of the interview that the students' perception that Storybird could make students more creative in the creative writing class. The participant uses their creativity to make their story.

2. Storybird Could Help Students to Find The Idea in Creative Writing Class

In this part there were two statements, they were S-11 (I feel easier to think what the story that I want to write when using story bird) and S-12 (The picture/ illustration in-*Storybird* help me to find the idea in creating the story)**.** The result of the questionnaire would be described below.

Table 3. Storybird could help students to find the idea in a creative writing class

NO	Storybird Could Help Students to find the idea in Creative Writing Class S-11 (Statement 11)	Score Criteria

P1	5	5
P2	5	5
P3	4	4
P4	5	5
P5	5	5
P6	4	4
P7	5	5
P8	5	5
Total Criterion Score		**38**
Maximum score		**40**
Rating/Scale = 38 : 40 x 100%		**95 %**

*S = Statement, P = Participant

Based on table 3, the participants argued that Storybird could help students to find the idea in a creative writing class. As the questionnaire result -which mentioned that 95% of the participants said Agree to the statement in S-11 above that they feel easier to think what the story that they want to write when using story bird.

Table 4. Storybird could help students to find the idea in a creative writing class

NO	Storybird Could Help Students to find the idea in Creative Writing Class S-12 (Statement 12)	Score Criteria
P1	5	5
P2	5	5
P3	4	4
P4	5	5
P5	5	5
P6	4	4
P7	5	5
P8	5	5
Total Criterion Score		**38**
Maximum score		**40**
Rating/Scale = 38 : 40 x 100%		**95 %**

*S = Statement, P = Participant

Based on table 4, the participants argued that Storybird could help students to find the idea in a creative writing class. As the questionnaire result-which mentioned that 95% of the participants said Agree to the statement in S-12above that the picture/ illustration in-*Storybird* helps them to find the idea in creating the story.

The result of the questionnaire above was also supported by a statement from the result of the interview that the students' perception that Storybird could help students to find the idea in a creative writing class.

From eight statements of eight participants agree that they feel easier to think of story ideas that they want to write when using story bird.

> *"Yes, influential, because it can more easily get ideas to make stories."***P3**
> *"I find it easier to express my ideas that want to be written in English."* **P5**
> *"I find it easier to compile the story ideas that want to be written with the help of Storybird."* **P7**

From eight statements of eight participants agree the pictures/ illustrations in Storybird help them to find the idea in creative writing.

> "*I find it easier to find ideas to design a story because of the availability of various kinds of images."* **P1**
> "Yes, the feature of the story bird helped me to find ideas about what I wanted to write." **P2**
> "Yes, I have learned something new. From Storybird, I can train my imagination and thinking to create ideas from picture illustrations." **P4**

The result of the questionnaire and interview above were also supported by online artifacts. These online artifacts consist of student's projects of story bird.

Picture 4.1.2.1. The online artifact of the student project

Based on the online artifact above, were also supported by statements from the result of the interview that the students' perception that- story bird could help students to find the idea in a creative writing class. Storybird could help students to find the idea in a creative writing class. Storybird have made the participants feel be easier to think about the idea of finding the title of their story.

3. Storybird Could Make The Students More Motivated to Write in Creative Writing Class

In this part there were three statements, they were S-10 (I feel more motivated to write with the use of *Storybird)*, and S-14 (Storybird makes me more excited to learn creative writing). The result of the data would be described below.

Table 5. Storybird could make the students more motivated to write in a creative writing class

NO	Storybird Could Make The Students More Motivated to Write in Creative Writing Class S-10 (Statement 10)	Score Criteria
P1	5	5
P2	5	5
P3	4	4
P4	5	5
P5	5	5
P6	4	4
P7	5	5
P8	5	5
Total Criterion Score		38
Maximum score		40
Rating/Scale = 38 : 40 x 100%		95 %

*S = Statement, P = Participant

Based on table 5, the participants argued that Storybird could make the students more motivated to write in a creative writing class. As the questionnaire result which mentioned that 95% of the participants said Agree to the statement in S-10 above that, they feel more motivated to write with the use of *Storybird.*

Table 6. Storybird could make the students more motivated to write in a creative writing class

NO	Storybird Could Make The Students More Motivated to Write in Creative Writing Class S-14 (Statement 14)	Score Criteria
P1	5	5
P2	5	5
P3	5	5
P4	5	5
P5	5	5
P6	5	5
P7	5	5
P8	5	5
Total Criterion Score		40
Maximum score		40
Rating/Scale = 40 : 40 x 100%		100 %

*S = Statement, P = Participant

Based on table 6, the participants argued that Storybird could make the students more motivated to write in a creative writing class. As the questionnaire- results which mentioned that 95% of the participants said Agree to the statement in S-10 above that Storybird makes them more excited to learn creative writing.

The result of the questionnaire above was also supported by a statement from the result of the interview that the students' perception that Storybird could make to students be more motivated to write in a creative writing class

From eight statements of eight participants agree that they feel more motivated to write using *Storybird.*

" Yes, because story bird can keep us motivated. and, when we see the results, we feel ourselves like famous authors." **P2**

"Yes, because there are many unique images, so we are more motivated to be more enthusiastic about writing." **P3**

"I am very motivated because when we write with a story bird, we can freely pour out the imagination and creativity in our brain." **P4**

From eight statements of eight participants agree that Storybird makes them more spirited to learn creative writing.

"I feel more diligent and more spirited to make a picture story using story bird". **P1**

"it's very excited because story bird can boost spirit for story bird users to be creative and use their imagination." **P**2

"Yes, because in story bird, there are so many unique pictures. So, we can more motivated to be more spirited in writing." **P3**

The result of the questionnaire and interview above were also supported by an online artifact. These online artifacts consist of student's projects of story bird.

Picture 3. The online artifact of the student project

Based on the online artifact above, were also supported by the statement from the result of the interview that the students' perception that Storybird could make to students be more motivated to write in a creative writing class. Storybird applications could make the participants enhance their motivation in creative writing.

The first findings of this study were story bird could make the students more creative in the creative writing class, the study found some perceptions that story bird could make the students more creative in the creative writing class. The first perception from eight participants that story bird could train student creativity. This perception supported by Dabbs (2013) argues that a story bird is a fun platform and encourages students to increase creativity. Thonghatta (2016) states that Storybird, which is a storytelling website, is an activity that would help students improve writing ability and reading ability and boost creativity and imagination through a beautiful picture. That statement means that the students could increase their creativity through images that available in the story bird application.

The second perception of eight participants that the students feel to be more creative after using a story bird. This perception supported by Thonghattha, et al (2016) who indicated that creative English writing ability after using Storybird was significantly higher than before. That statement means that the story bird application could make the students more creative than-before. It means that learning by using a story bird more effective to boost students' creativity.

This study also found that a story bird could help students to find the idea in a creative writing class**.** This study found some perceptions that a story bird could help students to found the idea in a creative writing class. The first perception from eight participants that the students felt easier to think what the story that they want to write when using a story bird. This perception supported by Mohamed (2017) argues that a story bird is easy to use and can transform learners' experiences of reading and creative writing. Learners can browse for stories that interest them and create their picture books, stories, and poems. Inspirational artwork can help them express and develop ideas and feelings in a safe learning environment. It means that a story bird application can help students be easier to think and develop their ideas in writing stories. Because in the story bird the students can browse and choose the theme of the story that they want to write. It

made students easier to think about the story that they want to write.

The second perception of eight participants said that the picture/ illustration in-Storybird help students to find the idea in creating the story. This perception supported by Dabbs (2013) argues that the story bird provided a lot of images but most of them are not related to each other, so the students are forced by the teacher using their creativity to make or write a story using those different images. It means that students can develop the ideas of the story through a lot of images/ illustrations available in the story bird application.

The last study of this study was story bird could make the students more motivated to write in a creative writing class. This study found some perceptions that Storybird could make the students more motivated to write in a creative writing class. The first perception from eight participants that they feel more motivated to write using *Storybird*. This perception supported by Gakhar and Thompson (2007: 608) who says a Storybird is a digital storytelling technology in which engages and motivates students to develop skills for creating creative writing, designing, collaborating, communicating and reflecting. According to Ramírez (2013, p. 178) said that motivation represents a defining factor because when learners feel motivated to learn, the results in terms of participation and writing production increase. That was what happened when students wrote using Storybird. From that statement mean that story the students can be more motivated to write using story bird and also story bird applications can increase the results of students' writing projects.

The second perception of eight participants that story bird makes me more excited to learn creative writing. This perception supported by Berg (2015) argues that Storybird is an excellent resource for educators and an exciting- opportunity to experience the writing and publishing process

for students. It's visually appealing, allows for adaptive uses, includes a thoughtful set of educator tools, and accounts for privacy concerns. Accor ding to Hillson, et al (2009) states that the majority of the pupils find that it was exciting for them to select illustrations that they want to use. Pupils have gained confidence and established positive engagement through collaborative learning in completing tasks using a story bird. That statement means that a story bird is an application that can make the students more exciting about learning writing and can change students' perception that writing is boring to be fun.

CONCLUSION

Therefore, based on the result of this study, a story bird is a media which very effective to use in a creative writing class and the student needs to master this media to get a good result of their creative learning. Because story bird could make students more creative, help students in finding in creative writing, and also story bird could motivate the students in learning creative writing. Stoybird makes learning the creative writing process become to enjoy.

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