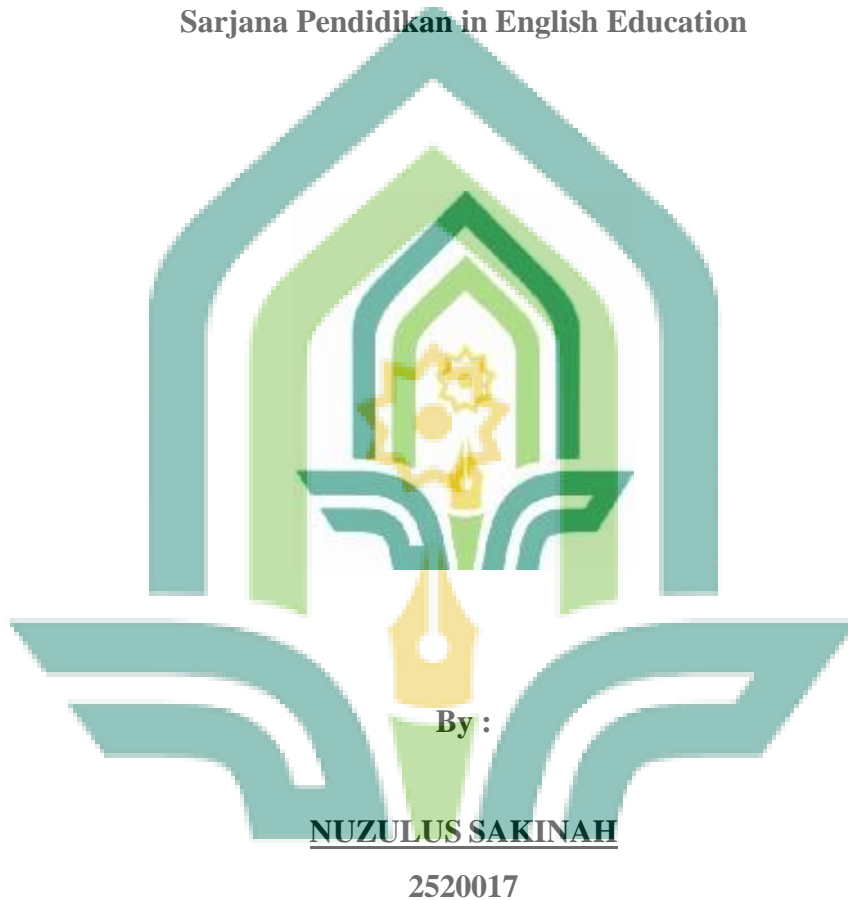


**STUDENTS' EXPERIENCE IN WRITING SHORT STORY  
USING STORYBIRD IN CREATIVE WRITING CLASS**

**A THESIS**

**Submitted in Partial Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



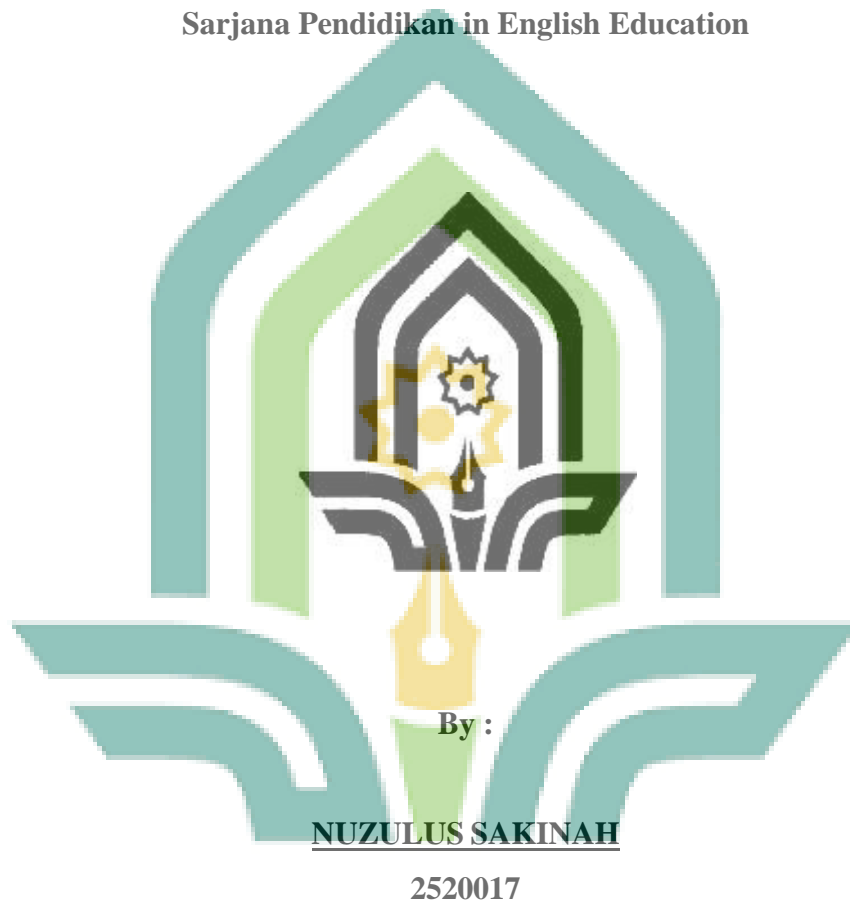
**ENGLISH EDUCATION DEPARTMENT FACULTY OF  
EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2024**

**STUDENTS' EXPERIENCE IN WRITING SHORT STORY  
USING STORYBIRD IN CREATIVE WRITING CLASS**

**A THESIS**

**Submitted in Partial Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



**ENGLISH EDUCATION DEPARTMENT FACULTY OF  
EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini :

Nama : Nuzulus Sakinah

NIM 2520017

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul "STUDENTS' EXPERIENCE IN WRITING SHORT STORY USING STORYBIRD IN CREATIVE WRITING CLASS" ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 01 April 2024  
Penulis



**NUZULUS SAKINAH**  
**NIM. 2520017**

## NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan \*

UIN K.H. Abdurrahman Wahid Pekalongan

Kepada

Yth. Dekan FTIK Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Program Studi Bahasa Inggris Ahmad Burhanuddin, M.A.

di Pekalongan

*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama : Nuzufus Sakinah

NIM : 2520017

Program Studi : Tadris Bahasa Inggris

Judul : STUDENTS' EXPERIENCE IN WRITING SHORT STORY  
USING STORYBIRD IN CREATIVE WRITING CLASS

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

*Wassalamu 'alaikum Wr.Wb.*

Pekalongan, 01 April 2024

Pembimbing



Chubbi Millatina Rokhuma, M.Pd  
NIP. 19900507 201503 2 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KH. ABDURRAHMAN WAHID PEKALONGAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: [ftik.uingusdur.ac.id](http://ftik.uingusdur.ac.id) email: [ftik@uingusdur.ac.id](mailto:ftik@uingusdur.ac.id)

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training,  
Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan,  
confirms that the undergraduate thesis by:

Nama : **NUZULUS SAKINAH**  
NIM : **2520017**  
Judul : **STUDENTS' EXPERIENCE IN WRITING SHORT  
STORY USING STORYBIRD IN CREATIVE  
WRITING CLASS**

Has been examined and approved by the panel of examiners on  
Wednesday, 8th May 2024 as a partial fulfillment of the requirements  
for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

**Examiner I**

**Dewi Puspitasari, M.Pd.**

**NIP. 19790221 2008012 008**

**Examiner II**

**Fachri Ali, M. Pd.**

**NIP. 19890101 2020121 013**

Pekalongan, 27<sup>th</sup> May 2024

Assigned by

**The Dean of FTIK UIN Pekalongan**



**Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.**

**NIP. 19730112 200003 1 001**

## ACKNOWLEDGEMENT

Gratitude to Allah, who has given mercy and grace so that this thesis becomes real and can be read by others as a bound document. Many supporters have accompanied me as a researcher so I can keep struggling to complete this thesis. I would like to give sincere gratitude to all of them.

1. First, I would like to thank my parents, who always provide support that makes me strong and who continue to work hard to complete my thesis on time.
2. Secondly, I want to express my gratitude to my supervisor, Mrs. Chubbi Millatina Rokhuma, M.Pd., who has provided guidance, direction, and encouragement so that this thesis can be completed.
3. I want to express my gratitude to all the lecturers who have provided helpful knowledge while I was studying and the TBIG staff.
4. I am grateful to all my classmates in the same class as they struggle to get a bachelor's degree in the English Department.
5. I would also like to thank myself for surviving this far and finishing this thesis with great struggle.

## MOTTO

“Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan akarnya.” (Ali bin Abi Thalib)



## ABSTRAK

*Menulis merupakan salah satu kemampuan komunikasi bahasa Inggris yang dapat digunakan orang untuk mengkomunikasikan pikiran, perasaan, dan pendapat dalam bentuk tertulis. Di era globalisasi ini, guru perlu membangkitkan minat menulis siswa dengan mengintegrasikan teknologi dalam proses pembelajaran menulis. Oleh karena itu, penelitian ini mengeksplorasi Storybird sebagai media yang diterapkan dalam membangun kemampuan siswa dalam menulis cerita pendek di kelas menulis kreatif. Penelitian ini bertujuan untuk mengetahui bagaimana pengalaman mahasiswa dalam menulis cerita pendek menggunakan Storybird di kelas menulis kreatif. Metode yang digunakan oleh peneliti adalah metode kualitatif dengan desain naratif inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis dengan menggunakan analisis tematik Braun dan Clarke. Partisipan dari penelitian ini adalah mahasiswa jurusan pendidikan bahasa Inggris yang sudah menggunakan Storybird di kelas menulis kreatif. Hasil penelitian menunjukkan bahwa mahasiswa merasakan pengalaman positif dan pengalaman negatif dalam menulis cerita pendek menggunakan Storybird. Pengalaman positif yang ditemukan dalam hasil penelitian ini adalah ketergantungan, senang, percaya diri, dan kepuasan. Sedangkan hasil penelitian pengalaman negatif mahasiswa dalam penelitian ini adalah tidak merasa ketergantungan, tidak merasa percaya diri, dan tidak merasa puas. Temuan ini dapat menjadi bahan pertimbangan bagi mahasiswa yang akan menulis cerita pendek menggunakan Storybird.*

**Kata kunci:** *Pengalaman mahasiswa; Menulis cerita pendek; Storybird; Kelas menulis kreatif*



## ABSTRACT

*Writing is one of the English communication skills that people can use to communicate thoughts, feelings, and opinions in written form. In this era of globalization, teachers need to arouse students' interest in writing by integrating technology into the writing learning process. Therefore, this study explores Storybird as a medium applied to build students' ability to write short stories in creative writing classes. This study aims to find out how students' experiences in writing short stories using Storybird in creative writing classes. The method used by the researcher is a qualitative method with a narrative inquiry design. The researcher used semi-structured interviews to collect the data. The data were analyzed using Braun and Clarke's thematic analysis. The participants of this study are students majoring in English education who have used Storybird in creative writing classes. The results showed that students had positive and negative experiences with writing short stories using Storybird. The positive experiences found in the results of this study are inclination, happiness, security, and satisfaction. The results of the negative experiences of students in this study are disinclination, insecurity, and dissatisfaction. The finding can be a consideration for students who will writing short story using Storybird.*

**Keywords:** *Students' experience; Writing short story; Storybird; Creative writing class*



## PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me wisdom, health, and patience to write my research proposal, "Students' Experience in Writing Short Story Using Storybird in Creative Writing Class." It is submitted to the English Education Department, UIN K.H Abdurrahman Wahid Pekalongan, to fulfill one of the Research Seminar Proposal Course requirements. There is a lot of support from many people, which will enable this proposed study to be completed. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

1. The chairperson of the English Education Department and Teachers' Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
2. My supervisor, Mrs. Chubbi Millatina Rokhuma, M.Pd., has given me suggestions, guidance, and time to write this research proposal.
3. All lecturers of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
4. My beloved parents have given me endless support, prayer, advice, and encouragement in writing this research proposal.
5. My dearest friends have fought the journey together since the beginning everyone who had met and created any moment with me, you have given me a lot of lessons.

Pekalongan, April 01th 2024

The Writer

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>SURAT PERNYATAAN KEASLIAN SKRIPSI</b> .....	ii
<b>NOTA PEMBIMBING</b> .....	iii
<b>APPROVAL SHEET</b> .....	iv
<b>ACKNOWLEDGMENT</b> .....	v
<b>MOTTO</b> .....	vi
<b>ABSTRAK</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>PREFACE</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.2 Identification of the Problem .....	5
1.3 Limitation of the Problem .....	5
1.4 Formulation of the Problem .....	6
1.5 Aims of the Study .....	6
1.6 Significance of the Study .....	6
<b>CHAPTER II THEORITICAL BACKGROUND</b> .....	7
2.1 Literature Review .....	7
2.2 Previous Study .....	18
2.3 Conceptual Framework .....	20
<b>CHAPTER III RESEARCH METHOD</b> .....	22
3.1 Research Design .....	22
3.2 Research Focus .....	22
3.3 Data and Data Source .....	23
3.4 Data Collection .....	23
3.5 Data Validity Techniques .....	24
3.6 Analysis Data .....	24

<b>CHAPTER IV RESULT AND DISCUSSION</b> .....	26
4.1 Result.....	26
4.2 Discussion .....	35
<b>CHAPTER V CONCLUSION</b> .....	44
5.1 Summary of the Findings .....	44
5.2 Recommendation.....	45
<b>REFERENCES</b>	
<b>ENCLOSURE</b>	



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is a language skill used to communicate with other people. By using writing, someone can convey information, ideas, messages, experiences, and feelings to readers. Writing is seen as an act of expressing the author's thoughts so that the reader can understand what he is thinking. Some people think that writing is one of the most important skills in English because it allows students to accelerate their learning of the target language. Effective writing in any language must involve an understanding of the writing norms that apply in the literary culture and the selection of appropriate words to convey the meaning.

Writing activities are known as "scary" and "terrible" moments for most students because they require a lot of effort from both their language skills and their writing skills. The effective writing process is highly personal, making writing strategies difficult to evaluate easily. This often creates conditions where students think about demands to express their thought processes, which may or may not be conscious and are difficult to understand (Ken Hyland, 2015). Writing skills are very important in written communication. Students need to express their ideas in writing, write them down on paper, and also check them. (Anugrah et al., 2013).

Students in English departments should study creative writing. In the lesson on creative writing, the writer functions as an artist who is connected

to his life experiences. Thus, his written works reflect aspects of his life. One can interpret creative writing as an expression of freedom and spontaneity in written form. One can interpret creative writing as the author's expression of freedom and spontaneity in written form, involving their imagination and creativity (Manara, n.d.). Learning language skills becomes more fun in this field of study. Learning to write creatively provides students with the opportunity to develop the ability to write with high imagination, producing entertaining written works. In the context of creative writing, students are invited to create fiction in English, namely literary works that are full of imagination without being based on facts (Milhorn, 2006).

In creative writing classes, students learn to write fiction in English. According to Molhran (2006), fiction is a literary work in which imagination produces content but is not based on facts. In the creative writing class, students learn to write fictional texts in the form of short stories. By writing short stories, students are able to develop their imagination, which encourages them to produce literary works (Masie et al., 2018). In writing fiction, students need mastery of English vocabulary in order to produce creative stories (Dewi & Siregar, 2022). Therefore, writing fiction in a creative class becomes a challenge for students who lack vocabulary and have low language proficiency levels. Writing fiction based solely on imagination is not easy because it also contains elements such as characters, dialogue, setting, plot, and conflict (Dewi & Siregar, 2022). Several factors influence students' ability to write fiction, including interest, motivation, teaching

strategies, and challenges (Dewi & Siregar, 2022).

In writing learning activities, sometimes students feel less motivated, have low interest in learning to write, and feel bored because they usually learn only from manual textbooks without any interesting media. Students want more visually stimulating content, such as illustrations for stories, so they will not lose interest in their studies and will retain more information when reading difficult material. Based on the current situation, the learning process has to involve students in engaging and simple tasks.

Applying technology in the writing teaching process is one strategy to generate enthusiasm for writing in students. In this case, in the creative writing class, the lecturer uses the Storybird web tools for student writing activities so that the learning process can be fun. Storybird is a writing tool and resource that can be accessed for free via the internet (Andriani & Wahyuni, 2018). Storybird is among the few websites that encourages users to be more imaginative and creative when creating their own fiction. Storybird is used by college students to combine beautiful images with text to create visually appealing stories.

Storybird is an accessible and user-friendly platform designed for collaborative story writing, suitable for all ages. Most users agree that Storybird is an excellent Web 2.0 tool, allowing students to explore their creativity and imagination in writing. This tool gets the writing process started in a fun way, making it accessible to beginners who may feel less creative at first. Additionally, this versatile tool proves beneficial for various age groups,

especially students, as it helps increase independence, strengthen self-confidence, and develop critical thinking skills. Not only that, Storybird also provides opportunities to engage in enriching creative experiences (Giacomini, 2015).

On the other hand, using Storybird to write short stories can also provide a negative experience for students. According to Anita (2020), Storybird presents millions of extraordinary works of art, but the choice of works of art is limited to certain themes. So they have difficulty finding works of art that match their story ideas and works of art that are similar to the concept they want. Additionally, they don't have the option to upload their own images. According to Anita (2020), although the large number of works of art available in Storybird can help students, limitations in finding images that match their story ideas and in using their own images can be an obstacle to using Storybird.

Based on the results of interviews with several students in the creative writing class, the researcher found factual information about using Storybird for learning to write short stories, which can create student experiences such as freedom of creative expression. This is in line with the theory, according to Giacomini (2015). Students can choose the images available on the Storybird platform, and these images inspire students to develop plots. and characters in their stories. The visual beauty that is displayed in Storybird also helps create the right atmosphere in the stories that are made. Students consider the use of Storybird in creative writing classes to provide a unique



and fun experience for them because it can combine creativity with interesting visual elements, honing students' writing skills.

Many previous studies have discussed learning to write various texts in creative writing classes, but research investigating students' experiences while learning to write short stories in creative writing classes using the web in the form of Storybird is still limited. Therefore, this study will focus on students' experiences writing short stories through Storybird. This research aims to enrich knowledge and also add empirical data.

## **1.2 Identification of the Problem**

Based on the background of the problem, there are numerous problems that students face in their writing learning process, including the following:

1. Many students consider writing activities scary and challenging because they require significant effort from their language and writing skills.
2. Writing short stories based on imagination takes work because it involves elements such as character, dialogue, setting, plot, and conflict.
3. Students feel less motivated and not interested in learning to write, mainly because they often only know from textbooks without exciting media.

## **1.3 Limitation of the Problem**

Based on the identification of the problem, the researcher only focused on the students' experiences writing short stories in creative writing classes. This research will be conducted at a university in Pekalongan.

#### 1.4 Formulation of the Problem

This study provides one research question. The researcher explored, "How was the student's experience of using Storybird in writing short stories in a creative writing class?"

#### 1.5 Aims of the Study

This research aimed to identify students' experiences in writing short stories using Storybird in creative writing classes.

#### 1.6 Significance of the Study

1. Theoretical: This study contributed to Martin and White's theory related to students' experiences.
2. Empirical: This study can provide valuable insights for students regarding the experience of using Storybird when learning to write.
3. Practical: This study provided the benefit that, in writing with Storybird, students can help improve their writing and provide information and knowledge for readers about using Storybird in writing short story.

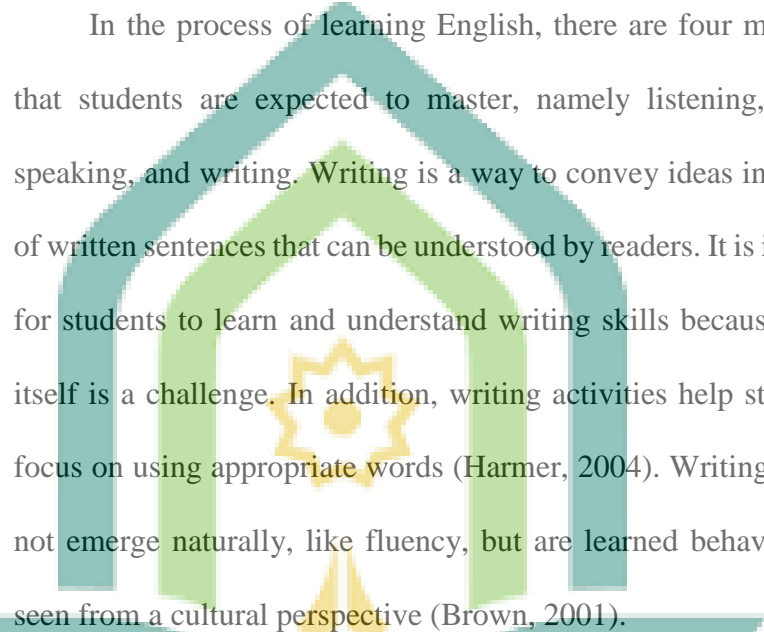
## CHAPTER II

### THEORETICAL REVIEW

#### 2.1 Literature Review

##### 2.1.1 Writing Skill

###### a. Definition of Writing



In the process of learning English, there are four main skills that students are expected to master, namely listening, reading, speaking, and writing. Writing is a way to convey ideas in the form of written sentences that can be understood by readers. It is important for students to learn and understand writing skills because writing itself is a challenge. In addition, writing activities help students to focus on using appropriate words (Harmer, 2004). Writing skills do not emerge naturally, like fluency, but are learned behaviors, also seen from a cultural perspective (Brown, 2001).

Tribble (1999) and Brown (1996) argue that writing is not a skill that can be mastered simply by exposure. Both agree that learning to write guidance requires someone else. From the definition they provide, it can be concluded that writing skills involve a productive process with several stages. The first stage is exploration and access to ideas, memories, and concepts in communication. The second stage includes the revision process to achieve correct grammar and good writing quality. Therefore, based on this definition, writing skills are considered a complex challenge in

creating high-quality writing.

### **b. Creative Writing**

Creativity and creative writing activities are two elements that cannot be separated. The creative writing process involves elements such as originality, writing structure, the author's thinking, expression, feelings, and imagination. Manalastas (2020) states that creative writing is a form of self-expression that allows writers to convey their thoughts, feelings, and imaginations in a fun way. Cristopher (1996) explained that creative writing helps students communicate effectively and develop cognitive abilities.

Creative writing allows writers to express themselves through the use of language (Babae, 2015). The focus of creative writing is to represent the author's unique, imaginative, and poetic ideas. According to Lukiv in Zubaidi (2023), this type of creative writing is not bound by factual or logical provisions, such as those found in expository paragraphs. According to Bilton & Sivasubramaniam (2009), creative writing activities can also help students improve their writing skills.

**Academic Writing**

Composing academic writing is a crucial skill that every student needs to have. Not only is it vital for success in the academic realm, but it also has great significance for professional advancement. Mork & Oldham (2018) suggest that engaging in academic writing activities can help students organize their thoughts

and concepts, convey ideas effectively, and provide evidence that supports their arguments. Furthermore, academic writing provides students with the opportunity to express their understanding of a topic by detailing and articulating it clearly and successfully (Rose & McClaffertt, 2019).

This proficiency is especially crucial in the academic realm, where the ability to write proficiently significantly influences academic achievements (Flowerdew, 2016). Beyond their relevance in academic environments, the skills acquired through academic writing are also imperative for success in professional contexts. Academic writing is important for students and researchers because it requires careful consideration of various aspects before producing a quality academic genre.

### **2.1.2 Short Story Creative Writing**

According to Harmer (in Kumar, 2020), creative writing involves imaginative tasks such as creating poems, stories, and drama. Creative writing is more often used to achieve aesthetic goals than to convey information, tasks, or instrumental or realistic ones. Ken Hyland (2015) defines creative writing as all forms of writing, both fiction and nonfiction, that break out of the realm of everyday professional, journalistic, academic, and technical writing. This includes categories such as novels, short stories, and poetry, as well as creative nonfiction works such as personal essays and journalistic writing.

Writing short stories is an important aspect of developing creative writing skills, and short stories are one of the literary works included in the form of narrative or fiction. However, the creation process is not simple because it involves imagination and experience to process the core and outer elements of the story. Therefore, it is important for students to master the use of words, the selection of expressions, and the construction of sentences in order to communicate intent and messages effectively to readers. This ability is often a challenge in compiling fiction and non-fiction short stories (Dewi, 2016; Linda, 2017; Feeney & Gajaseni, 2020).

In other words, writing short stories is a form of literary work that is able to communicate knowledge or show a picture of a cultural background from the author's perspective. Therefore, the important elements in short stories are extrinsic elements, so that each author can convey ideas according to the characteristics of his thoughts. In addition, cultural background also plays a significant role (Rezaei & Naghibian, 2018). Next, Rodriguez (2017) stated in his research at the University of Santo Tomas, Columbia, that written learning has an important impact on improving literary skills and understanding cultural elements. and the moral message it contains. In this way, readers and writers are not only immersed in everyday life but are also able to develop a deeper understanding of the world around them.

### 2.1.3 Storybird

#### a. Definition of Storybird

Storybird is a platform that allows people to share visual text. It's a place that combines reading, writing, and global creativity for everyone. The concept behind creating stories in Storybird is to give anyone the ability to create beautiful stories with a touch of art in a short time. Although initially intended to inspire children to imagine, this platform has succeeded in attracting millions of writers, readers, and artists from various backgrounds. More than five million stories have been created through the collaboration of family, friends, teachers, students, and professionals, making Storybird one of the largest story communities in the world. Several experts, including Gakhar and Thompson (2007), Giacomini (2015), Konert and colleagues (2011), and Menezes (2012), have reviewed various concepts related to Storybird. They agreed that Storybird is a free, easy-to-use, and very interesting collaborative platform for writing stories that is suitable for all ages.

These experts have the same view that Storybird can be criticized as a Web 2.0 tool, providing opportunities for students to explore their creativity and imagination. The platform offers a fun approach to starting the writing process, even for those who are new to it or may feel they lack creativity and imagination.

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. Menezes (2012) also stated that Storybird Media is a tool that focuses students on writing skills rather than drawing. Initially, the idea of creating Storybird Media was to allow people to create beautiful, art-inspired stories in a matter of time Storybird is beneficial for various age groups, especially students, and encourages the development of independence, self-confidence, and critical thinking skills. In addition, Storybird is called a website that allows co-writing of stories because it can be used to collaborate with students from the same class or school, or even with those from different schools in different regions, or even with students from other countries.



### **b. Advantages of storybird**

Storybird assists individuals in developing ideas for their stories by providing an inspiring collection of art through a Web 2.0 platform. This is in line with Giacomini's (2015) view that art has the ability to stimulate students' creativity, even if they are initially without ideas. Web 2.0 tools from Storybird effectively increase students' creative thinking and imagination. In addition, the web 2.0 tool Storybird expands access to various types of students, including those who may feel less creative or imaginative, as expressed. Therefore, when students start using this platform without an initial idea, they can explore their creativity and imagination by taking inspiration from the diverse range of art available. This concept supports Giacomini's (2015) argument about how Storybird empowers students to turn nothing into something unique to them.

According to Konert (2011), a significant advantage of Storybird is the large collection of images it offers. This means that the story can be easily adapted to the available images. Additionally, Storybird makes it possible to share not only with classmates but also with individuals across the country and the world.

According to Andriani & Wahyuni (2018), storybirds have various advantages, such as increasing students' creativity in writing narrative texts for learning. Students can choose the pictures they want and develop narrative text according to the choice of pictures.

Apart from that, using Storybird in the classroom can also increase students' motivation to write because this platform is popular among them, which makes them more enthusiastic about developing their writing skills.

According to Hidayat (2019), Storybird also provides various benefits to students, including facilitating easier understanding of material and increasing student involvement in the learning process. Students can express their ideas by writing stories based on a picture that matches the story title, thereby helping them become more enthusiastic about writing.

Nizamuddin (2019) notes that Storybird has four advantages. One of them is its ability to increase students' creativity levels. In addition, using Storybird helps train students' writing skills. Based on this explanation, the researcher can conclude that Storybird has a number of advantages, such as making it easier for students to develop their ideas through works of art, providing a forum for student discussion, and encouraging collaboration between students or writers to create more creative stories.

### **c. Disadvantages of Storybird**

According to Nizamuddin (2019), there are deficiencies in the use of Storybird. One is that a bad internet connection can interrupt the writing process if it occurs. Many students are not familiar with the various features in Storybird, so some of these features feel

difficult to understand or foreign to them. Limitations in the choice of images are also a problem because students often feel confused when choosing images on the platform. In addition, inadequate technical support is also a weakness, which can make it difficult for students to overcome problems that may arise. Kernet (2011), it may be challenging for students to find works of art that nearly match their stories. With such restrictions on the arts, students can become discouraged.

Furthermore, Hidayat (2019) indicates that the Storybird application has several weaknesses, such as a discrepancy between the picture and the storyline, which can potentially result in a decrease in students' concentration levels when they are trying to understand the material.

From the previous explanation, it can be concluded that using Storybird has several disadvantages, including dependence on a stable internet connection, limited image options available to students due to the limited number, some features in Storybird may be confusing or unfamiliar to students.

#### **2.1.4 Students Experience**

According to Notoatmojo (2012), everyone has a different experience even though they see the same object because experience is subjective. This phenomenon is influenced by the individual's level of knowledge and education, factors of the party having the experience,

object factors, and the situation in which the experience occurs. The experiences that occur can be shared with anyone as a source of learning and guidance for human development.

Martin and White (2005) explain that experience plays a key role in the context of how language is used to express an evaluation or assessment of an event or situation. This theory introduces the concept of experience through an assessment system. This assessment system creates a framework of interpersonal meaning that focuses on assessing the attitudes embodied in the text. Language appraisal theory, as explained by Martin and White (2005), can be applied to interpret the feelings of participants. This assessment plays a role in translating interpersonal meaning involving three interrelated domains, namely attitude, involvement, and graduation.

In this context, attitudes that trigger positive or negative responses can be understood through experiences that, in turn, influence a person's reactions to people, objects, and situations. Then attitudes are classified into three domains of feeling, namely affect, assessment, and appreciation. Affect refers to positive and negative evaluations related to feelings towards the topic of conversation or emotional expressions. (Martin, 1996; Martin & Rose, 2003; White, 2001; in Wiedarti, 2006: 3). In this researcher, the term "affect" will be employed by the investigator to assess the experiences and emotions of the participants.

The study will categorize these experiences into four groups:

a. Inclination or disinclination

Inclination is an emotional feeling related to the speaker's desire for something. Usually the words that belong to this area are desire, miss, longing, and etc. Disinclination is an emotional feeling related to the speaker's unwillingness to do something

b. Happiness or unhappiness

Happiness is an emotional feeling of the speaker or writer related to happiness. Usually in happiness, using the words happy, cheerful, gloomy, buoyant, etc. Unhappiness is an emotional feeling of the speaker or writer related to sorrowful.

c. Security or insecurity

Security is any form of emotional feeling related to how the speaker or writer shares emotions of peace and confidence in relation to our environment. Insecurity is any form of emotional feeling related to how the speaker or writer shares emotions of insecurity in relation to our environment.

d. Satisfaction or dissatisfaction

Satisfaction is an emotional feeling related to the speaker's or writer's feeling of achievement, which can be in the form of satisfaction or relief. Dissatisfaction is a form of emotional feelings of speakers or writers towards achievement, which can be in the form of dissatisfaction or relief.

This research will describe students' experiences in the process of learning to write English using the Storybird platform. Researchers will apply Martin and White's (2005) theoretical framework, which can be used to analyze the components of writing produced by students. Next, the researcher will refer to Brown's (2004) theoretical concept regarding the assessment of writing components in short stories so that it can be applied in the context of language learning. This theory was chosen because it can help understand how students experience the use of Storybird in the language learning process and also because this theory is easier to understand.

## **2.2 Previous Study**

The first research was from Novi Rahmania Aquariza (2018), entitled "Promoting Students' Creativity in Writing Through Story Bird-Guided Writing." This research meets qualitative requirements because information was collected from intensive English class visits, documentation, and audio recordings of their interactions with students. The findings from this research show that Storybird is able to build student motivation for writing. This is because the features offered by Storybird provide opportunities for students to develop their creativity. Thus, guided writing automatically helps students associate their ideas and provides necessary suggestions regarding common grammatical errors as well as comments regarding the diction they use.

The second is research from Muhammad Rizal Fauzi and Fadly Pratama (2020), entitled "Elementary Teacher Education Students' Short Story Writing

Skills through Creative Writing Learning for Short Movie Making." This research meets qualitative requirements because it is concluded from the results of observations, questionnaire tests, and documentation. These results show that students' skills in writing short stories through short film making activities were obtained based on the short story writing indicators that have been achieved, namely: appropriateness of story content, creativity in story development, presentation of plot, characters, point of view, diction, plot, and writing spelling.

The third is a study from Nadiyah Adawiyah (2022), entitled "The Effect of Using Storybird Web On Students' Writing Narrative Text At The Tenth Grade of SMK Taruna Satria Pekanbaru." This research meets qualitative requirements because it is concluded from the pre-test and post-test. This research shows that using storybirds has an effect on students' narrative text writing at Taruna Satria Vocational School in Pekanbaru.

The difference between this research and previous research is that the research from Rizal Fauzi and Fadly Pratama (2020) involved teachers, while Novi Rahmania (2018) and Nadiyah Adawiyah (2022) involved students as the research participants. Research from Novi Rahmania Aquariza (2018) uses Giacomini's theory, but Rizal & Fadly (2020), Novi (2018), and Nadiyah (2022) do not use Giacomini's theory. Novi Rahmania (2018) and Rizal Fauzi and Fadly Pratama (2020) use a qualitative method, while Nadiyah Adawiyah (2022) uses a quantitative method. The similarity between this research and previous studies is that the main focus is discussing

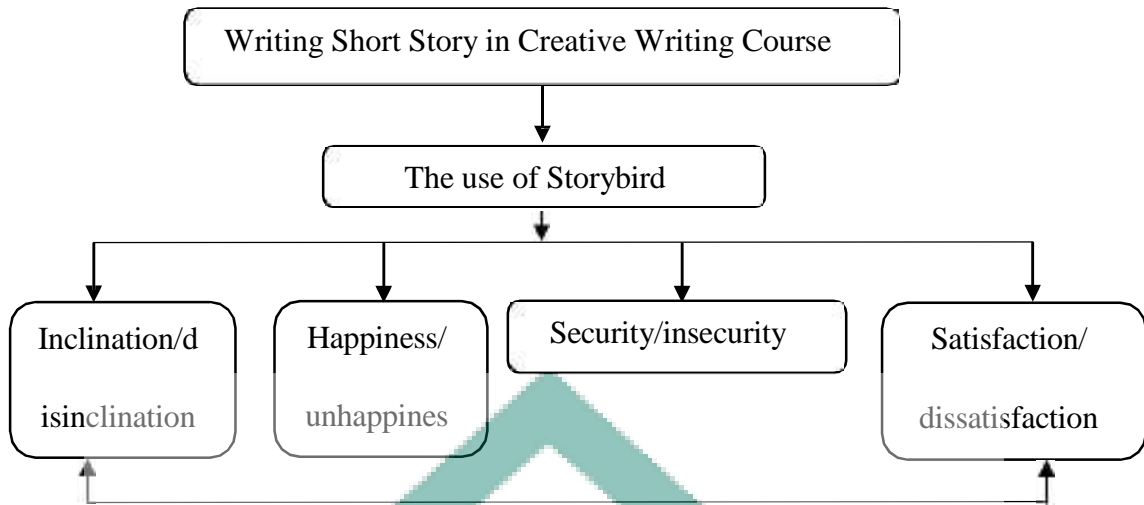
students' experiences in writing short stories in creative writing classes with the help of certain media.

### 2.3 Conceptual Framework

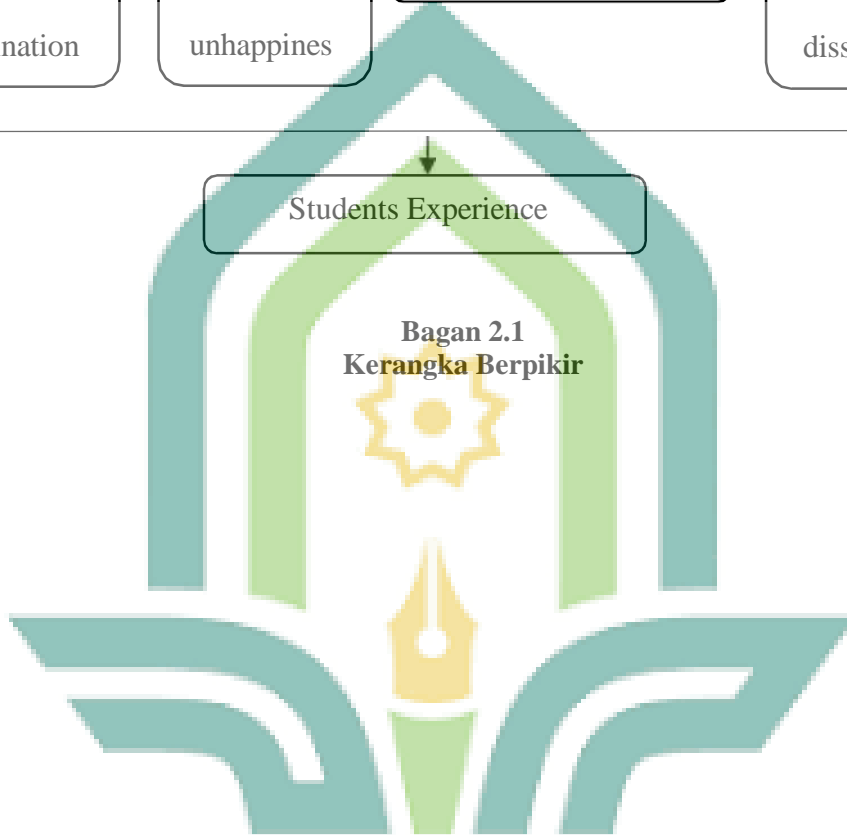
Based on the theoretical framework, researcher seek students' experiences in writing short stories in creative writing classes using Storybird media. Here, students shared their experiences while learning to write on Storybird, and then researcher investigated to what extent they could use Storybird as a creative writing medium. This research is in accordance with what Brown (2004) said: that writing must fulfill several components, such as organization, logical idea development, grammar, punctuation, spelling, mechanics, style, and quality of expression.

Apart from that, students writing short stories with Storybird also have experiences that are in line with what Martin & White said, namely "influence," which was used by researcher to assess participants' experiences and emotions. This theory will categorize experiences into four groups: a) Inclination/disinclination; b) happiness/unhappiness; c) security/insecurity; d) satisfaction/dissatisfaction.





**Bagan 2.1**  
**Kerangka Berpikir**



## **CHAPTER III**

### **RESEARCH PROCEDURE**

#### **3.1 Research Design**

This research explains and describes the experiences of 4th-semester students writing short stories in creative writing classes with Storybird. The researcher used a qualitative approach with a narrative inquiry design in this research. The researcher applies the narrative inquiry approach to the stories individuals tell about their life experiences and imaginations (Clandinin, 2006). The researcher analyzed and described individual characteristics and experiences in the context of this research. This research used a qualitative approach to analyze and describe the individual behavior of students when learning to write short stories with Storybird.

#### **3.2 Research Focus**

This research aimed to limit qualitative studies and research by selecting relevant and irrelevant data (Moleong, 2010). The limitations in this qualitative research were based more on the level of importance or urgency of the problems faced in this research. This research focused on students' experiences in writing short stories using Storybird in creative student writing classes and the extent to which this platform could stimulate their creativity. This research used qualitative methods, and the main subjects were 4th semester students at UIN KH. Abdurrahman Wahid Pekalongan.

### 3.3 Data and Data Source

Qualitative research generally collects information in the form of text or illustrations, with numerical data playing a supporting role if present. Even if there are numbers, they usually only play a supporting role. The types of data collected include interview transcripts, field notes, photos, personal documents, notes, and other notes (Danim, 2002). Data triangulation techniques combine various techniques and data sources to test the reliability of data by verifying its credibility through different data collection methods and sources. Its main function is to test the reliability of data by verifying its credibility through various data collection techniques and sources.

Various sources provided the data used as a reference in this research, including primary data. Primary documentary sources of information can be in the form of archives related to research (Ajayi, 2017). Primary data sources in this research include students. Researchers obtained primary data through interviews.

### 3.4 Data Collection

In this research, the data collection methods used were semi-structured interviews. The researcher delivered semi-structured interviews using open-ended questions. Semi-structured interviews allow interviewees to answer the interviewer's questions about a topic in more detail (Barkhuizen et al., 2014). To ensure understanding and interpretation of the questions, the interview was conducted in Indonesian.

### 3.5 Data Triangulation

Triangulation is defined as a data collection technique using existing data sources. Creswell (2013) said that using more than one data validity strategy could increase the accuracy of research results and be able to convince readers. The triangulation process of this research involved methods and sources of data acquisition such as interviews. The process of triangulating data sources and methods aimed to compare information between one informant and another, with the aim of checking the correctness of the information or ensuring the validity of the data.

### 3.6 Analysis Data

In analysing the data, the researcher used a qualitative approach with thematic analysis types described by Braun and Clarke. Thematic analysis is a technique for finding, analysing, and presenting patterns (themes) within data (Braun & Clarke, 2006). According to Widodo (2014), the analysis steps are as follows:

1. Listening to the recording repeatedly

In this step, the researcher listened to recorded interviews repeatedly to understand participants' opinions about students' experiences in writing short stories using Storybird in microteaching classes. The purpose of this step is to help the researcher understand the data collected by observing the patterns that occur (Braun & Clarke, 2006).

## 2. Transcribing information

The researcher created a template to transcribe interview results from participants and organise the information found. Researchers created categories to make analysis more efficient (Braun & Clarke, 2006).

## 3. Interpreting the data using each participant's words and sentences

The researcher was able to interpret and understand the data, which requires different interpretations from many theoretical and empirical perspectives. The researcher began switching the analysis from code to theme (Braun & Clarke, 2006).

## 4. Communicating whether the data are consistent with the participants' intentions

The researcher communicated with each participant that the data taken by the researcher was consistent and correct.

## 5. Increasing the credibility of the data by asking participant feedback on the interpretation of the data.

The researcher conducted member checks to establish credibility. By using member checking, research participants can provide feedback on the accuracy of how conversational data is displayed and interpreted.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

This section presents the research results. There is one research question related to students' experiences writing short stories using Storybird in creative writing classes. These are some of the results of researchers' interviews with four female students conducted from January 19 to January 20, 2024. The total number of participants consisted of four female students who had learned to write short stories in creative writing classes with Storybird. Researcher found several findings from interview data, including the following:

##### 4.1.1 Students' Positive Experience in Writing Short Story Using Storybird in Creative Writing Class

Based on the results of interviews conducted with students, it is known that there are several forms of positive experiences experienced by students, including the following:

###### a. Inclination

The interview results showed that one of the students experienced an inclination when writing using Storybird. This form of inclination shows feelings of wanting or liking to write English short story texts in creative writing classes using Storybird media. It can be seen in the data:

*“Sesuai pengalaman saya kemarin ingin selalu memakai Storybird saat menulis cerita pendek. Pada saat itu saya belum tahu mengenai media itu, tapi setelah diajarkan jadi ketagihan dan ingin lebih tahu mengenai*

*penggunaan media Storybird. Di sisi lain, dengan menulis cerita di Storybird bisa meningkatkan keterampilan menulis”. (Mail, wawancara. 19 Januari 2024).*

“Based on my experience yesterday, I always want to use Storybird when writing short stories. At that time, I didn't know about the media, but after being taught, I became addicted and wanted to know more about using the Storybird media. On the other hand, writing stories in Storybird can improve your writing skills.” (Mail, interview. January 19, 2024).

From the results of the interviews, Mail stated that writing short stories using Storybird could create a feeling of inclination.

#### **b. Happiness**

The interview results showed that four participants felt happy when writing using Storybird. This form of happy feeling shows the ease with which students write English short story texts in creative writing classes using Storybird media. It can be seen in the data:

*“Saya merasa senang karena kalau di aplikasi yang lain itu beda dengan aplikasi storybird. Di Storybird kan udah ada referensi gambar-gambarnya itu jadi saya merasa lebih mudah. Selain itu, Storybird mempunyai manfaat seperti dapat meningkatkan kreativitas siswa dalam menulis karena Storybird ini memberikan kesempatan untuk mengekspresikan, mengeksplere ide-ide mereka melalui teks narasi yang menarik. Dengan berbagai gambar yang tersedia, siswa dapat merancang cerita mereka sendiri dengan lebih kreatif inovatif. Hal ini juga dapat meningkatkan motivasi siswa karena mereka dapat melihat hasil karyanya secara visual.” (Mail, wawancara. 19 January 2024).*

“I feel happy because the other apps are different from the Storybird app. In Storybird, there are already references to the pictures, so I find it easier. In addition, Storybird has benefits such as being able to increase students' creativity in writing because it provides an opportunity to express and explore their ideas through interesting narrative texts.

With the various images available, students can design their own stories with more innovative creativity. It can also increase students' motivation because they can see the results of their work visually." (Mail, interview. January 19, 2024).

*"Menurut saya itu menggunakan Storybird merasa senang karena ada visualisasinya. Misalkan idenya stuck itu bisa ambil dari referensi gambar terus dikembangkan. Di Storybird menyediakan banyak visual yang bisa membangun ide-ide kita dan juga bisa mempermudah kita untuk memahami materi didalamnya."* (Jeny, wawancara. 19 Januari 2024).

"In my opinion, using Storybird makes me happy because there is visualization. For example, if an idea is stuck, you can take it from a reference image and continue developing it. Storybird provides lots of visuals that can develop our ideas and also make it easier for us to understand the material in it." (Jeny, interview. January 19, 2024).

*"Ya, saya merasa senang menulis cerita pendek menggunakan Storybird karena ada gambar yang membuatnya lebih menarik. Storybird juga dapat mengeksplorasi kreativitas dan imajinasi melalui berbagai karya seni karena Storybird sendiri menyediakan banyak karya seni yang bentuknya template itu sendiri. Hal ini membuka wawasan kita terhadap berbagai estetika dan perspektif, memicu imajinasi, dan menginspirasi ide-ide baru."* (Jisoo, wawancara. 20 Januari, 2024).

"Yes, I feel happy writing short stories using Storybird because there are pictures that make it more interesting. Storybird can also explore creativity and imagination through various works of art because Storybird itself provides many works of art in the form of templates themselves. It opens us up to different aesthetics and perspectives, sparks the imagination, and inspires new ideas." (Jisoo, interview. January 20, 2024).

*"Saya merasa senang karena tersedia visualisasi menarik yang dapat membantu saya mengembangkan ide dan tidak merasa bosan. Storybird juga menarik bagi saya karena setelah kita selesai menulis cerita, kita dapat mengedit*



*gambar warna font, dapat diunduh bahkan dapat dipublikasikan untuk dibaca dan dikomentari oleh pembaca dan seniman lain.” (Rose, wawancara. 19 Januari, 2024).*

*“I feel happy because there are interesting visualizations available that can help me develop ideas and not feel bored. Storybird is also interesting to me because after we finish writing the story, we can edit the font color image, download it, and even publish it for readers and other artists to read and comment on.” (Rose, interview. January 19, 2024).*

From the results of the interviews, it can be concluded that using Storybird in creative writing classes creates happy feelings.

### c. Security

The interview results showed that there were participants who felt confident when writing using Storybird. This form of feeling of trust shows the results of students when writing English short story texts in creative writing classes using Storybird media. It can be seen in the data:

*“Merasa percaya diri, karena bisa meningkatkan motivasi saya untuk menulis dengan adanya ilustrasi gambar dari Storybird.” (Rose, wawancara. 20 Januari 2024).*

*“Feel confident, because I can increase my motivation to write with picture illustrations from Storybird.” (Rose, interview. January 20, 2024).*

*“Saya merasa percaya diri jika teks yang saya buat dengan menggunakan Storybird itu cocok dengan gambar yang dipilih. Alasan lain tentunya dari gambar yang interaktif itu kita bisa menulis secara menyenangkan, dan juga bisa membangun kepercayaan diri karena gambar-gambar itu mudah untuk diekspresikan.” (Jeny, wawancara. 19 Januari 2024).*

“I feel confident if the text I create using Storybird matches the selected images. Besides that, from the interactive images we can write in a fun way, and it can also build confidence because the images are easy to express.” (Jeny, interview. January 19, 2024).

From the results of the interviews found, Jeny and Rose stated that they were security when writing short stories using Storybird.

#### d. Satisfaction

The interview results showed that there were several participants who felt satisfied when writing using Storybird. Their feeling of satisfaction is because they can explore their creativity and imagination while writing English stories in the creative writing class using Storybird media. It can be seen in the data:

*“Saya merasa cukup puas, ketika menulis di Storybird penulis akan merasa betah karena pembaca ketika membaca cerita bisa membayangkan media visualisasi yang ada di Storybird. Selain itu, di Storybird menyediakan forum diskusi bagi pengguna untuk berbagi cerita dan memberikan umpan balik satu sama lain. Hal ini dapat mendorong kolaborasi antar mahasiswa atau penulis untuk saling menginspirasi dan berkarya lebih banyak. Dengan berbagi ide dan pengalaman, pengguna dapat belajar dari satu sama lain dan meningkatkan kualitas karya mereka” (Mail, wawancara. 19 Januari 2024).*

“I feel quite satisfied, when writing in Storybird, the writer will feel at home because readers, when reading stories, can imagine the visualization media in Storybird. In addition, Storybird provides a discussion forum for users to share stories and provide feedback to each other. This can encourage collaboration between students or writers to inspire each other and create more. By sharing ideas and experiences, users can learn from each other and improve the quality of their work.” (Mail, interview. January 19, 2024).

*“Cukup puas, karena menulis cerita di Storybird tidak perlu repot mencari visual. Di sisi lain, siswa dapat saling belajar dengan membaca dan mengomentari karya teman-temannya dan juga dapat membantu mereka untuk meningkatkan keterampilan menulis dan mendapatkan ide-ide baru” (Jeny, wawancara. 19 Januari 2024)*

“I am quite satisfied, because writing stories in Storybird does not need to bother looking for visuals. On the other hand, Students can learn from each other by reading and commenting on their friends' work and can also help them to improve their writing skills and get new ideas” (Jeny, interview. January 19, 2024).

From the results of the interviews found, Mail and Jeny stated that they felt satisfied when writing short stories using Storybird.

#### 4.1.2 Students' Negative Experience in Writing Short Story Using Storybird in Creative Writing Class

##### a. Disinclination

The interview results showed that other participants did not experience any inclination when writing using Storybird. This form of non-inclination shows feelings of disliking writing English short story texts in creative writing classes. It can be seen in the data:

*“Saya tidak merasa ketergantungan karena saya tidak terlalu suka membuat cerita yang bersifat fiksi. Meskipun Storybird itu menyediakan berbagai ilustrasi gambar untuk dijadikan referensi membuat cerita tetapi sebenarnya menurut saya juga ada keterbatasan pemilihan gambar. Menurut saya pilihan gambar tergantung pada konten yang tersedia di platform. Jika Storybird tidak memiliki gambar yang sesuai dengan ide cerita kita, mungkin akan kesulitan menemukan gambar yang sesuai.” (Jeny, wawancara. 19 Januari, 2024)*

“I feel disinclination because I do not really like making fictional stories. Even though Storybird provides various image illustrations to be used as references for creating stories, there are actually limitations to selecting images. I think the choice of image depends on the content available on the platform. If Storybird does not have an image that fits our story idea, it might be difficult to find an appropriate image.” (Jeny, interview. January 19, 2024).

*“Saya tidak merasa ketergantungan saat menggunakan storybird karena saya lebih suka menulis sesuai alur cerita yang ada dipikiran saya tanpa harus menyesuaikan gambar. Disisi lain, jika Storybird tidak memiliki gambar yang sesuai dengan ide cerita saya, saya mungkin akan kesulitan dan kebingungan menemukan gambar yang sesuai.” (Jisoo, wawancara, 19 Januari, 2024).*

“I feel disinclination when using the storybird because I prefer to write according to the story that's in my mind without having to adjust the picture. On the other hand, if Storybird does not have a picture that matches my story idea, I might have trouble and confusion finding the picture that fits. (Jisoo, interview. January 19, 2024).

*“Tidak menjadi ketergantungan bagi saya, karena setelah kelas kreatif saya tidak menggunakannya lagi dan saya tidak suka menulis fiksi karena sulit bagi saya untuk mempertimbangkan unsur-unsur seperti plot dan karakter. Apalagi dalam Storybird kita harus benar-benar memilih gambar yang sesuai dengan ide cerita kita jika tidak maka kita kebingungan dan kehilangan arah untuk menyusun alur ceritanya.” (Rose, wawancara. 20 January 2024).*

“It is not a dependency for me, because after the creative class I do not use it anymore, and I do not like writing fiction because it is difficult for me to consider elements such as plot and character. Moreover, in Storybird, we have to really choose images that match our story idea; otherwise, we get confused and lose the direction to organize the storyline.” (Rose, interview. January 20, 2024).

From the results of the interview, Jeny, Jisoo, and Rose stated that writing stories using Storybird in creative writing classes did not cause inclination.

#### **b. Insecurity**

The interview results showed that participants did not feel confident with the results produced when writing English short story texts in creative writing classes. It can be seen in the data:

*“Saya kurang percaya diri karena setelah selesai membuat teks dengan Storybird itu dipublikasikan. Ketika dipublikasikan terkadang banyak revisi seperti kosa kata, penggunaan kalimat, bahkan alur cerita terkadang tidak sesuai dengan gambar. Selain itu, kami tidak dapat mengunggah gambar kami sendiri atau membuat perubahan signifikan pada gambar yang sudah ada.” (Mail, wawancara. 19 Januari 2024).*

“I lacked confidence because after I finished creating the text with Storybird, it was published. When it is published, there are sometimes many revisions, such as vocabulary, sentence usage, and even the storyline, which sometimes does not match the image. In addition, we cannot upload our own images or make significant changes to existing images.” (Mail, interview. January 19, 2024).

*“Kurang percaya diri, karena Storybird terkadang terhambat oleh koneksi internet sehingga cerita yang dihasilkan kurang memuaskan.” (Jisoo, wawancara. 19 January 2024).*

“Lack of confidence, because using Storybird is sometimes hampered by an internet connection so that the resulting story is less than satisfying.” (Jisoo, interview. January 19, 2024).

From the results of the interviews found, Jeny and Rose stated that they were confident when writing short stories using Storybird. However, Jisoo and Mail stated that they were less confident in writing stories using Storybird in creative writing classes.

From the results of the interviews, Jisoo and Mail stated that

they were less confident in writing stories using Storybird in creative writing classes.

### c. Dissatisfaction

The interview results also showed that some participants were not satisfied when writing using Storybird. It can be seen in the data:

*“Kurang puas, karena fitur yang ada di Storybird membuat saya bingung dan ketika ingin menyimpan file saya merasa kesulitan. Selain itu, Storybird membutuhkan kestabilan jaringan. Jika gambar belum terdownload dengan baik dan saat mengirim file untuk dipublikasikan atau dikirimkan harus memerlukan koneksi internet, jika tidak maka akan memperlambat proses pengiriman.” (Jisoo, wawancara. 20 Januari 2024).*

“I’m not satisfied because the features in Storybird make me confused, and when I want to save files, I find it difficult. In addition, Storybird requires network stability. If the image has not been downloaded properly, and when sending the file to be published or sent, you must have an internet connection, otherwise it will slow down the sending process.” (Jisoo, interview. January 20, 2024).

*“Kurang puas karena terkadang saya sulit menentukan alur ceritanya, kadang gambarnya masih bingung dan tidak ada urutan antara satu ilustrasi dengan ilustrasi berikutnya. Dalam Storybird saat menulis juga membutuhkan koneksi internet yang kuat agar dapat menulis dengan lancar.” (Rose, wawancara. 20 Januari 2024).*

“I’m not satisfied because sometimes it’s difficult for me to determine the plot of the story; sometimes the pictures are still confused, and there's no sequence between one illustration and the next. "In Storybird, when writing, you also need a strong internet connection so you can write smoothly.” (Rose, interview. January 20, 2024).

From the results of the interviews, Jisoo and Rose stated that they were not satisfied with writing stories using Storybird in creative writing classes.

## 4.2 Discussion

This section discusses the answers to questions that the researcher prepared in the first problem formulation, namely students' experiences after using Storybird to write short stories in creative writing classes. It is known that there are several questions that researchers give to each student regarding the feelings, advantages, and disadvantages of using Storybird to write short stories.

### 4.2.1 Students' Positive Experience in Writing Short Story Using Storybird in Creative Writing Class

#### a. Inclination

The use of Storybird in the learning process of writing short stories in creative writing classes provides a positive experience. Mail felt that writing using Storybird caused a feeling of dependence. It can be seen in the data, "*I always want to use Storybird when writing short stories. At that time, I didn't know about the media, but after being taught, I became addicted and wanted to know more about using the Storybird media. On the other hand, writing stories in Storybird can improve your writing skills.*" In this context, she was initially unfamiliar with Storybird when she was told to use it in creative writing class. However, after being introduced to it and taught how to use it, she became interested and hooked. She wants to know more about how to use Storybird and may want to dig deeper into the potential and features offered by the platform.

From the above expression, it is found that the expression shows a form of affect in the form of inclination. It is in accordance with Martin & White's (2005) theory that affect is an evaluation of one's feelings or emotions. The feeling referred to here is the feeling of inclination, which, according to Martin & White (2005), is an emotional feeling related to the speaker's desire for something. Usually the words that belong to this area are desire, miss, longing, and etc.

In addition, the reason Mail felt dependent on using Storybird was because she felt its advantages. This can be seen in the data "On the other hand, writing stories in Storybird can improve writing skills." In accordance with Menezes (2012) outlines that Storybird is a tool that focuses students on writing skills rather than drawing.

#### **b. Happiness**

Next, the second positive feeling is a sense of pleasure. The participants in this study stated that Storybird can have a positive influence in the form of feelings of pleasure. Mail explained, "*I feel happy because in other applications it is different from the Storybird application. In Storybird, there are already references to the pictures, so I feel easier.*" The expression shows a form of affect in the form of happiness. In accordance with Martin & White (2005), happiness is an emotional feeling of the speaker or writer related to happiness. Usually in happiness, using the words happy, cheerful, gloomy, buoyant, etc.



Similar to the findings of Jeny, Jisoo, and Rose who found the experience of using Storybird in writing short stories in creative writing class enjoyable. Their feeling of pleasure is also due to the fact that Storybird has images that can be used to build story thinking and develop writing creativity. In accordance with Konert (2011) Storybird has significant benefits. This platform offers a collection of images that make it easy to develop images in the story. Dabbs (2013) also argues that Storybird is a fun platform and encourages students to increase creativity because students can imagine their ideas in writing through beautiful images.

### c. Security

Based on the findings of the two participants, they agreed that using Storybird to write short stories in creative writing classes creates a feeling of confidence. As Jeny said, *“feeling confident is because the text produced in creative writing classes using Storybird is adjusted to the available image illustrations.”* From the participants' data, the researcher found that the expression showed a form of affect in the form of security. In accordance with Martin & White's (2005) theory that security is any form of emotional feeling related to how the speaker or writer shares emotions of peace and confidence in relation to our environment.

Similar to Jeny, Rose said that with Storybird, she felt confident and could increase her motivation to write. This can be seen in the

expression *“feeling confident, because it can increase my motivation to write with the illustrated images from Storybird.”* In this context, he feels confident because they create stories by adjusting between the storyline and the selected images, which can increase motivation to write. In accordance with Giacomini (2015), students can select images available on the Storybird platform, and these images inspire them to develop the plot and characters in their stories. In addition, Ramírez (2013) also said that motivation is a determining factor because when learners feel motivated to learn, the results of participation and writing production increase.

#### **d. Satisfaction**

Mail stated that in writing short stories in creative writing classes, she felt a positive experience, namely feeling satisfied. It can be seen in the data, *“Feeling quite satisfied, when writing in Storybird, the writer will feel at home because the reader, when reading the story, can imagine the visualization medium in Storybird.”* In this context, she feels at home and satisfied because of the platform's ability to present images that support their story, thus strengthening the reader's imagination and helping to build the atmosphere of the story. From this expression, it shows a form of affect in the form of satisfaction. According to Martin & White (2005), satisfaction is an emotional feeling related to the speaker's or writer's feeling of achievement, which can be in the form of satisfaction or relief.

Similar to Mail, Jeny also feels satisfied using Storybird because it provides a discussion forum to collaborate with peers and friends around the world. This can be seen from the expression “*quite satisfied, because writing stories in Storybird does not need to bother looking for visuals. On the other hand, students can learn from each other by reading and commenting on their friends' work.*” In this context, she experienced satisfaction because Storybird not only gave them a tool to express their creativity but also provided an opportunity to engage in an active community of writers and share knowledge. In accordance with Konert (2011), Storybird makes it possible to share not only with classmates but also with individuals across the country and the world.

#### **4.2.2 Students' Negative Experience in Writing Short Story Using Storybird in Creative Writing Class**

##### **a. Disinclination**

In a lesson using certain media, not all can run smoothly; there must be obstacles, weaknesses, or shortcomings. In this case, students learn to write short stories using Storybird media. In Storybird, various images are available that can be used as references to develop story ideas. However, the images chosen for reference must also be in accordance with the storyline created. This creates a negative experience when using Storybird as a learning medium for writing short stories in creative writing classes.

The first negative experience was that Jeny was not dependent while using Storybird. It can be seen from the phrase “I do not feel dependent because I do not really like making fiction stories. Even though Storybird provides various image illustrations to be used as references for making stories, in my opinion, there are also limitations to image selection. In addition, if Storybird does not have images that match our story ideas, it may be difficult to find suitable images.”

The expression is in accordance with Martin & White's theory (2005), which shows a form of affect in the form of disinclination. According to Martin & White (2005), disinclination is an emotional feeling related to the speaker's unwillingness to do something. What Jeny said is similar to what Jisoo said. They consider that using Storybird has weaknesses that cause feelings of disinclination. The weaknesses they convey are in the form of mismatching images with the storyline. In line with Miller (2016), one of the weaknesses of Storybird is that the characters are very rare and the pictures sometimes do not relate to each other.

#### **b. Insecurity**

The next negative experience with using Storybird, according to Mail, was a sense of lack of confidence because the stories created had to be published. It can be seen in the data, “*I lack confidence because after finishing making text with Storybird, it is published. When published, sometimes there are many revisions, such as*

*vocabulary and sentence usage, and even the storyline sometimes does not match the picture.*” In this context, she felt pressured and lost her confidence because the story she created was published, and she often found revisions that needed to be made, ranging from vocabulary and sentence usage to storylines that were not in line with the pictures. This can damage students' confidence and make them feel uncomfortable using the Storybird platform to create stories. In line with Martin & White's theory (2005), which shows a form of affect in the form of insecurity, According to Martin & White (2005), insecurity is any form of emotional feeling related to how the speaker or writer shares emotions of insecurity in relation to our environment.

Similiary with Mail, Jisoo also believes that using Storybird causes feelings of insecurity. It can be seen from the phrase *“Lack of confidence, because using Storybird is sometimes hampered by internet connection, so that the resulting story is less satisfying.”* In this context, she felt insecure because the use of Storybird was sometimes hampered by an unstable internet connection. This made her feel frustrated because the stories produced were not always satisfactory. Internet connection instability can disrupt the storytelling process, resulting in interruptions in the creative process and possibly leading to a loss of momentum or inspiration. In accordance with Nizamuddin (2019), there are drawbacks to using Storybird. One of them is that a poor internet connection can interfere with the writing

process.

### c. Dissatisfaction

The last negative experience with using Storybird, according to Jisoo, is dissatisfaction due to the weaknesses of the Storybird media. It can be seen from the phrase *“less satisfied, because the features in Storybird make me confused, and when I want to save files, I find it difficult.”* "In this context, she was dissatisfied with the use of Storybird because its features confused her." When she wanted to save the story files she had created, she found it difficult. She may also feel that her inability to use Storybird effectively hinders her ability to produce satisfactory work. In line with the theory of Martin & White (2005), which shows a form of affect in the form of dissatisfaction According to Martin & White (2005), dissatisfaction is a form of emotional feelings of speakers or writers towards achievement, which can be in the form of dissatisfaction or relief.

Similiary with Jisoo, Rose said that using Storybird to write short stories was not satisfying because she found it difficult to determine the plot. It can be seen from the phrase *“Not satisfied because sometimes I find it difficult to determine the storyline, sometimes the pictures are still confused, and there is no sequence between one illustration and the next illustration.”* In this context, she is dissatisfied with her work because it is difficult to determine the storyline and continuity between one illustration and another. She may also have difficulty building a cohesive visual narrative or conveying

ideas clearly through her drawings. In line with Kornet (2011), it may be challenging for students to find works of art that nearly match their stories. With such restrictions on the arts, students can become discouraged.



## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

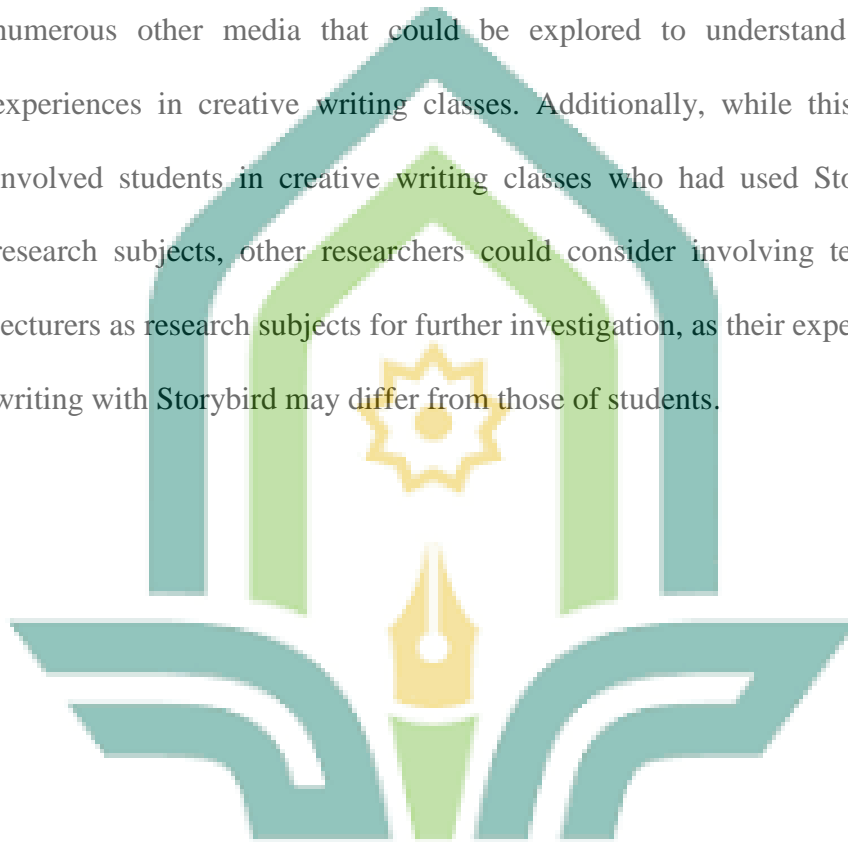
Based on the results and discussion in the previous chapter, researchers found four positive experiences of students writing short stories using Storybird in creative writing classes. The positive student experiences include Inclination, happiness, security, and satisfaction. First, the inclination toward writing short stories using Storybird: students feel the inclination, which in itself has the advantage of being able to improve writing skills. Second, students feel happy that Storybird provides image illustration references that can help develop ideas. Third, feelings of confidence, when writing with Storybird, students also feel confident because Storybird provides graphic illustrations that can increase students' writing motivation. Fourth, positive feelings of satisfaction. In this case, students feel satisfied with the results of the text created with Storybird and can collaborate on their work via Storybird.

However, the researcher also found negative experiences by students in writing short stories using Storybird. First, the feeling of disinclination: where in Storybird, one must be able to harmonize between images and story ideas. Second, insecurity: students feel that Storybird requires a good internet connection so that the resulting text can be satisfying. Third, dissatisfaction: where students feel confused and find it difficult to adjust images with illustrations so that they feel dissatisfied with the stories they create.



## 5.2 Recommendation

This research still has many weaknesses and requires further improvement in various aspects. Therefore, the researcher suggests that future research could delve deeper into students' experiences in writing short stories, not solely limited to the use of Storybird as a medium. There may be numerous other media that could be explored to understand students' experiences in creative writing classes. Additionally, while this research involved students in creative writing classes who had used Storybird as research subjects, other researchers could consider involving teachers or lecturers as research subjects for further investigation, as their experiences in writing with Storybird may differ from those of students.



## REFERENCES

- Ajayi, O. V. Primary Sources of Data and Secondary Sources of Data. (2017).
- Andriani, R., & Wahyuni, D. (2018). *Improving Students' Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang*. In *Jurnal Pendidikan* (Vol. 5, Issue 1).
- Anita, R. (2020). *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies Using "Storybird" For Teaching Narrative Writing*.
- Anugrah, D., Saputro, J., & Artikel, I. (2013). *English Language Teaching Forum Digital Storytelling To Improve Students' Mastery In Writing Narrative*. <http://journal.unnes.ac.id/sju/index.php/elt>
- Aquariza, N. R. (2018). *Promoting Students' creativity In Writing Through Story Bird Guided Writing*. International Conference Technopreneur and Education 2018 (Vol. 1, No. 1).
- Brown, H. D. (2004). *Language assessment principles and classroom practices*. American: Longman.
- Busacchi, V., Nieddu, A., & Michel, J. (2022). *Introduction to Experience, Interpretation and Meaning: A Dialogue between Hermeneutics and Pragmatism*. *European Journal of Pragmatism and American Philosophy*, 14(1). <https://doi.org/10.4000/ejap.2708>
- Connelly, F. M., & Clandinin, D. J. (1990). *Stories of experience and narrative inquiry*. *Educational researcher*, 19(5), 2-14
- D Morley. (2007). *The Cambridge Introduction to Creative Writing*. United Stated of America By Cambridge University Press, Bew York.
- Dewi, U., & Siregar, F. R. (2022). *Exploring Students' Interests And Challenges In Writing Fiction In Creative Writing Class*. *IJEE (Indonesian Journal of English Education)*, 9(2), 358–371. <https://doi.org/10.15408/ijee.v9i2.28372>
- English at an English language education department of a private university in Yogyakarta (Master's Thesis)*. Universitas Muhammadiyah Yogyakarta, Yogyakarta.
- Fauzi, M. R., & Pratama, D. F. (2021). *Elementary Teacher Education Students' Short Story Writing Skills through Creative Writing Learning for Short Movie Making In Elementary School Forum* . Indonesia University of Education. (Vol. 8, No. 1, pp. 96-113).

- Giacomini, L. (2015). *Using "Storybird" in Young Learners' Creative Writing Class*, 35–37.
- Ken Hyland. (2015). *Teaching and Researching Writing* (3rd Edition). Routledge.
- Konert, Elisabeth. Et al. (2011). *Learning and Teaching English With New Media*. Collaborating Online.
- Kumar, T. (2020). *Approaches in teaching writing skills with Creative Writing: A TESOL study for Indian learners*. TESOL International Journal (Vol. 15).
- Manara, C. (n.d.). *Christine Manara Experimenting with language through creative writing tasks* *Experimenting With Language Through Creative Writing Tasks*.
- Martin, J. R., & White, P. R. R. (2005). *The Language of Evaluation: Appraisal in English*. [http://www.thepdfportal.com/languageofevaluationbook\\_113387.pdf](http://www.thepdfportal.com/languageofevaluationbook_113387.pdf)
- Masie, S. R., Siswanto, W., Pratiwi, Y., & Suwignyo, H. (2018). *The Literacies Effectiveness of Short Story Writing Learning Model*. *Journal of Language Teaching and Research*, 9 (2), 391.
- Menezes, H. (2012). *Using digital storytelling to improve literacy skills*. *International Conference on Cognition and Exploratory Learning in Digital Age*, 299-300.
- Miller, M. (2016). *Storybird, the Story of An Enchantment*. *Blogging Technopedagogy*: <https://computerappsesl.wordpress.com/2016/04/08/storybird-the-story-of-an-enchantment/>
- Mokhtari, T. (2015) *The Bloomsbury Introduction to Creative Writing*. Zaltbommel, Netherlands: Van Haren Publishing.
- Moleong, j, Lexy. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Morley, D. 2007. *The Cambridge Introduction to Creative Writing*. USA: Cambridge University Press.
- Nizamuddin, Muhammad (2019). *The use of storybird in the process of learning*
- Nurdi, T. H. (2017). *Teaching writing through digital story telling: The practical use of storybird*. 1-8.
- Ramirez, Y. E. (2013). *Writing skill enhancement when creating narrative texts through the use of collaborative writing and the Storybird web 2.0 tool*. *Colombian Applied Linguistics Journal*, 15(2), 166-183.

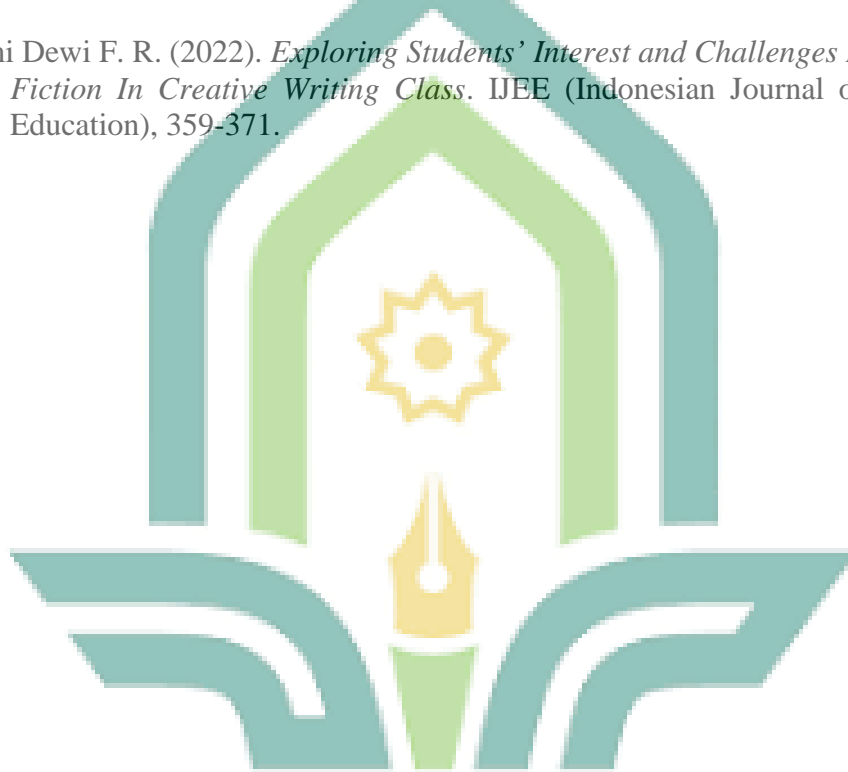
Romadhon, L. R., Indriani, E. D., & Setiawan, K. N. (2020). *Writing Short Stories Using Twitter as a Media for Student's Writing Skills*. ETERNAL (English Teaching Journal), 11(1).

Saputro, D. A. (2013). *Digital Storytelling to Improve Students' Maturity in Writing Narrative*. English Language Teaching Forum, 2 (10), 1-8.

Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Utami Dewi F. R. (2022). *Exploring Students' Interest and Challenges In Writing Fiction In Creative Writing Class*. IJEE (Indonesian Journal of English Education), 359-371.



## ENCLOSURE

### Enclosure 1: Transcription of interview Mail's interview

Interviewer	:	Halo Mail, bagaimana kabarnya?	Hello Mail, how are you?
Mail	:	Hai, alhamdulillah baik	Hi, it's good
Interviewer	:	Oh iya, alhamdulillah kalau gitu. Sebelumnya saya izin melakukan wawancara penelitian tentang pengalaman mahasiswa dalam menulis cerita pendek dengan Storybird di kelas menulis kreatif. Maukah Anda berbagi cerita mengenai pengalaman tersebut?	Oh yes, alhamdulillah. Previously, I had permission to conduct a research interview about students' experiences in writing short stories with Storybird in creative writing classes. Would you like to share your story about that experience?
Mail	:	Iya mba silakan.	Yes, please
Interviewer	:	Apakah Storybird dapat membantu Anda menulis di kelas menulis kreatif?	Can Storybird help you write in creative writing classes?
Mail	:	Sejauh ini, menurut saya cukup membantu.	So far, I've found it to be quite helpful.
Interviewer	:	Apakah Anda merasa ketergantungan atau justru tidak merasa ketergantungan saat menulis cerita pendek menggunakan Storybird?	Do you find inclination or disinclination when writing short stories using Storybird?
Mail	:	Sesuai pengalaman saya kemarin cukup merasa ketergantungan karena itu kan awalnya disuruh untuk menggunakan storybird itu saat di kelas menulis kreatif. Pada saat itu saya belum tahu mengenai media itu tapi setelah diajarkan jadi lebih tahu dan merasa lebih nyaman.	According to my experience yesterday, I felt quite inclined because I was initially told to use Storybird in creative writing class. At that time, I did not know about the media, but after being taught, I knew more and felt more comfortable.
Interviewer	:	Apakah Anda merasa senang atau tidak senang saat	Do you feel happy or unhappy when writing short

		menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	stories using Storybird in creative writing class?
Mail	:	Saya merasa senang karena kalau di aplikasi yang lain itu beda dengan aplikasi Storybird. Di Storybird kan udah ada referensi gambar-gambarnya itu jadi saya merasa lebih mudah.	I feel happy because in other applications, it is different from the Storybird application. In Storybird, there are already reference images, so I find it easier.
Interviewer	:	Dalam menulis cerita pendek menggunakan Storybird apakah Anda merasa percaya diri atau bahkan merasa tidak percaya diri?	When you write short stories using Storybird, do you feel security or even insecurity?
Mail	:	Menurut saya kurang percaya diri karena ketika selesai membuat teks dengan Storybird harus dipublikasikan, nah saat akan dipublikasikan pasti banyak banget revisi-revisi seperti kosa kata, penggunaan kalimat, bahkan alurnya terkadang kurang pas dengan gambarnya.	In my opinion, I lack confidence because when I finish making text with Storybird, it must be published, and when it will be published, there must be a lot of revisions such as vocabulary, sentence usage, and even the plot sometimes does not fit the picture.
Interviewer	:	Apakah Anda merasa puas atau tidak puas selama menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Did you feel satisfied or dissatisfied while writing short stories using Storybird in creative writing class?
Mail	:	Saya merasa cukup puas, ketika menulis di storybird penulis akan merasa enjoy karena para pembaca saat membaca ceritanya bisa membayangkan media visualisasi di Storybird tersebut.	I feel quite satisfied. When writing in Storybird, the writer will feel enjoyment because the readers, when reading the story, can imagine the visualization media in Storybird.
Interviewer	:	Apakah Storybird dapat mengeksplorasi kreativitas dan imajinasi Anda dengan mengambil inspirasi dari berbagai karya seni yang tersedia? Berikan alasan!	Can Storybird explore your creativity and imagination by taking inspiration from the various artworks available? Give us a reason!

Mail	:	Menurut saya iya, melihat Storybird dapat membantu mengeksplorasi kreativitas dan imajinasi karena menyediakan berbagai karya seni yang bisa dijadikan inspirasi untuk membuat cerita atau gambar. Dengan banyak pilihan serta inspirasi yang tersedia, pengguna dapat menciptakan karya-karya unik sesuai dengan imajinasi mereka	I think yes, viewing Storybird can help explore creativity and imagination, as it provides a variety of artworks that can be used as inspiration to create stories or drawings. With many options and inspiration available, users can create unique works according to their imagination.
Interviewer	:	Bagaimana Storybird dapat Meningkatkan kreativitas siswa dalam menulis untuk pembelajaran dan juga dapat meningkatkan motivasi siswa dalam menulis?	How can Storybird Improve students' creativity in writing for learning and can also increase students' motivation in writing?
Mail	:	Sepengalaman saya, Storybird dapat meningkatkan kreativitas siswa dalam menulis karena platform ini memberikan kesempatan untuk mengekspresikan, mengeksplor ide-ide mereka melalui teks narasi yang menarik. Dengan berbagai gambar yang tersedia, mahasiswa dapat merancang cerita mereka sendiri dengan lebih kreatif inovatif. Nah dengan begitu juga dapat meningkatkan motivasi siswa karena mereka dapat melihat hasil karyanya secara visual.	In my experience, Storybird can enhance students' creativity in writing because this platform provides an opportunity to express and explore their ideas through interesting narrative texts. With various images available, students can design their own stories with more innovative creativity. It can also increase students' motivation because they can see the results of their work visually.
Interviewer	:	Apakah Storybird memudahkan pemahaman materi dan meningkatkan keterlibatan siswa dalam proses pembelajaran? Berikan alasan!	Does Storybird facilitate understanding of the material and increase student engagement in the learning process? Give reasons!
Mail	:	Menurut saya iya, karena Storybird dapat memudahkan	I think yes, because Storybird can facilitate understanding

		<p>pemahaman materi dan meningkatkan keterlibatan siswa dalam pembelajaran sebab cerita yang dibuat dapat disesuaikan dengan topik atau materi pelajaran yang sedang dipelajari. Dengan visual yang menarik, siswa dapat lebih mudah memahami konsep-konsep yang diajarkan dan menjadi lebih tertarik dalam proses pembelajaran.</p>	<p>of the material and increase student involvement in learning because the stories created can be adjusted to the topic or subject matter being studied. With interesting visuals, students can more easily understand the concepts taught and become more interested in the learning process.</p>
Interviewer	:	<p>Bagaimana Storybird dalam Menyediakan forum diskusi mahasiswa, dan mendorong kolaborasi antar mahasiswa atau penulis untuk berkarya lebih banyak?</p>	<p>How does Storybird provide a forum for student discussion and encourage collaboration between students or writers to create more work?</p>
Mail	:	<p>Di Storybird sendiri menyediakan forum diskusi bagi pengguna untuk berbagi cerita dan memberikan umpan balik satu sama lain. Hal ini dapat mendorong kolaborasi antar mahasiswa atau penulis untuk saling menginspirasi dan berkarya lebih banyak. Dengan berbagi ide dan pengalaman, pengguna dapat belajar dari satu sama lain dan meningkatkan kualitas karya mereka.</p>	<p>Storybird itself provides a discussion forum for users to share stories and give feedback to each other. This can encourage collaboration between students or writers to inspire each other and create more. By sharing ideas and experiences, users can learn from each other and improve the quality of their work.</p>
Interviewer	:	<p>Apakah Anda pernah mengalami kesulitan dalam mengakses atau menggunakan Storybird karena masalah koneksi internet?</p>	<p>Have you ever had trouble accessing or using Storybird due to internet connection issues?</p>
Mail	:	<p>Menurut saya koneksi yang buruk dapat mempengaruhi proses menulis cerita, karena otomatis jika koneksi internet kurang stabil atau buruk</p>	<p>I think a bad connection can affect the process of writing a story because, automatically, if the internet connection is less stable or bad, we cannot</p>



		maka kita tidak dapat mengakses gambar dengan kualitas yang bagus.	access images of good quality.
Interviewer	:	Apakah ada fitur tertentu yang dianggap sulit dipahami atau asing bagi Anda? Mengapa?	Are there certain features that you find difficult to understand or unfamiliar? Why?
Mail	:	Menurut pengalaman saya tidak, karena cukup familiar dibeberapa fitur kan ada logo-logonya jadi bisa memudahkan karena setelah kita klik misalnya satu logo fitur itu sudah ada keterangan banyak	According to my experience, no, because it is quite familiar in some features. There are logos, so it can make it easier because, after we click, for example, one feature logo, there is already a lot of information.
Interviewer	:	Bagaimana Anda mengatasi keterbatasan dalam pemilihan gambar di Storybird? Apakah Anda merasa bingung atau kesulitan dalam proses ini?	How did you overcome the limitations of image selection in Storybird? Did you find it confusing or difficult in this process?
Mail	:	Saya ubah pola pikir dalam alur ceritanya, misalkan sudah ketemu gambarnya berarti pikiran saya harus balik lagi oh gambarnya seperti ini mungkin alurnya diubah ke sini aja yang penting dari gambar satu ke gambar yang lain alurnya tetap nyambung.	I change the mindset in the storyline; for example, if I have found the picture, it means that my mind has to go back again. Oh, the picture is like this; maybe the plot is changed here. The important thing is that from one picture to another, the plot is still connected.
Interviewer	:	Apakah Anda mengalami ketidaksesuaian antara gambar dan jalan cerita saat menggunakan Storybird? Apakah ketidaksesuaian tersebut pernah memengaruhi tingkat konsentrasi Anda?	Do you experience mismatches between images and storylines when using Storybird? Has the mismatch ever affected your concentration level?
Mail	:	Untuk pengalaman kemarin pernah akan tetapi cukup teratasi dan ketidaksesuaian tersebut cukup mempengaruhi tingkat konsentrasi saya saat menulis, karena saya pertama kali menggunakan itu merasa	For yesterday's experience, it was quite overcome, and the discrepancy affected my concentration level when writing because the first time I used it, I felt confused about what the storyline would be like. But when I use it again,

		bingung alur ceritanya mau bagaimana seperti apa. Tapi Ketika saya sudah memakai lagi saya justru memilih gambar dulu tidak prefer ke alur ceritanya gitu.	I actually choose the picture first, not the storyline.
Interviewer	:	Apakah ada batasan karya seni dalam Storybird ketika kita mengakses untuk menulis cerita?	Are there any artwork restrictions in Storybird when we access it to write stories?
Mail	:	Sepengetahuan saya menggunakan Storybird tidak ada batasan jumlah karya seni dari seniman. Meskipun Storybird menawarkan sejumlah gambar dan karya seni yang dapat digunakan dalam pembuatan cerita, mungkin memang ada batasan pada jumlah karya seni yang dapat diakses oleh pengguna secara gratis.	To my knowledge, using Storybird, there is no limit to the amount of artwork from artists. While Storybird offers a number of images and artwork that can be used in story creation, there may indeed be a limit on the number of artworks that users can access for free.



### Jeny's interview

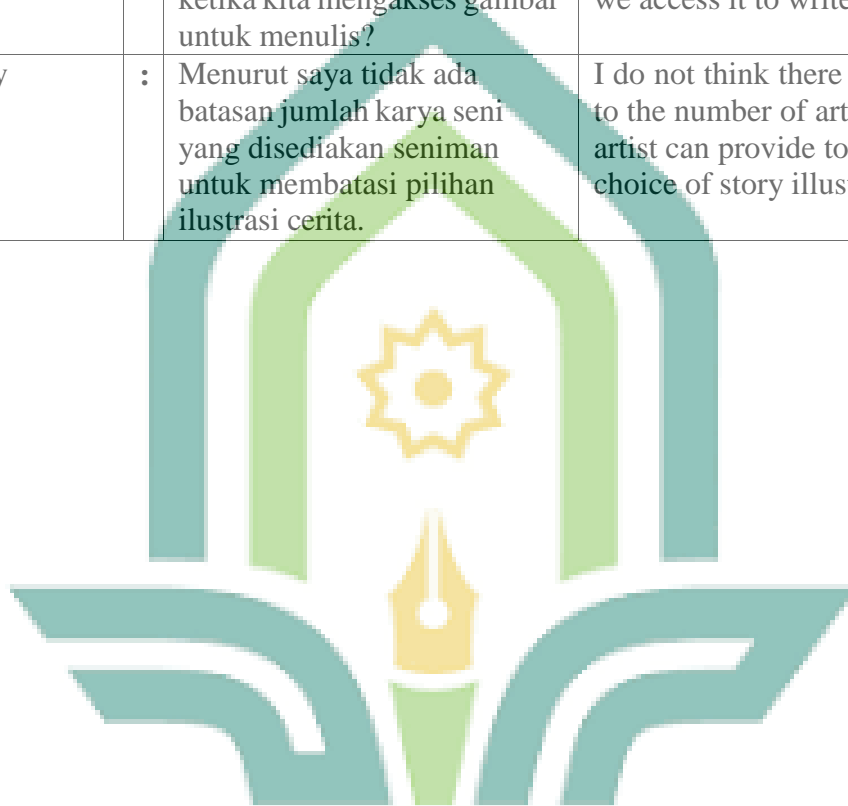
Interviewer	:	Halo Jen, bagaimana kabarnya?	Hello Jen, how are you?
Jeny	:	Baik-baik saja mba	I'm fine.
Interviewer	:	Oh iya, alhamdulillah kalau gitu. Sebelumnya saya izin melakukan wawancara penelitian tentang pengalaman mahasiswa dalam menulis cerita pendek dengan Storybird di kelas menulis kreatif. Maukah Anda berbagi cerita mengenai pengalaman tersebut?	Oh yes, alhamdulillah. Previously, I had permission to conduct a research interview about students' experiences in writing short stories with Storybird in creative writing classes. Would you like to share your story about that experience?
Jeny	:	Boleh tentu mba	Yes of course
Interviewer	:	Apakah dalam menggunakan Storybird di kelas menulis bisa membantu Anda?	Can Storybird help you write in creative writing classes?
Jeny	:	Menurut saya bisa membantu saya saat menulis	
Interviewer	:	Apakah Anda merasa ketergantungan atau justru tidak merasa ketergantungan saat menulis cerita pendek menggunakan Storybird?	Do you find inclination or disinclination when writing short stories using Storybird?
Jenny	:	Saya tidak merasa ketergantungan karena saya tidak terlalu suka membuat cerita yang bersifat fiksi.	
Interviewer	:	Apakah Anda merasa senang atau tidak senang saat menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Do you feel happy or unhappy when writing short stories using Storybird in creative writing class?
Jeny	:	Menurut saya itu menggunakan Storybird merasa senang karena kan ada visualisasinya. Misalkan idenya stuck itu bisa ambil dari referensi gambar terus dikembangin.	I think that using Storybird feels good because there is visualization. For example, if the idea is stuck, you can take it from the reference image and then develop it.

Interviewer	:	Dalam menulis cerita pendek menggunakan Storybird apakah Anda merasa percaya diri atau bahkan merasa tidak percaya diri?	When you write short stories using Storybird, do you feel security or even insecurity?
Jeny	:	Percaya diri apabila teks yang saya buat itu cocok dengan gambarnya.	I am confident that my text matches the picture.
Interviewer	:	Apakah Anda merasa puas atau tidak puas selama menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Did you feel satisfied or dissatisfied while writing short stories using Storybird in creative writing class?
Jeny	:	Saya merasa puas karena ketika menulis cerita dengan storybird tersebut saya dapat menggabungkan teks dengan ilustrasi atau gambar indah yang saya temukan untuk menciptakan cerita yang visual menarik supaya pembaca juga merasakan feelnya dengan cerita yang sudah saya buat.	I feel satisfied because when writing stories with Storybird, I can combine text with illustrations or beautiful images that I find to create visually interesting stories so that readers also feel the feel of the story I have created.
Interviewer	:	Apakah Storybird dapat mengeksplorasi kreativitas dan imajinasi Anda dengan mengambil inspirasi dari berbagai karya seni yang tersedia? Berikan alasan!	Can Storybird explore your creativity and imagination by taking inspiration from the various artworks available? Give us a reason!
Jeny	:	Tentu saja bisa, karena didalamnya banyak visual yang bisa membangun ide-ide kita dan juga bisa mempermudah kita untuk memahami materi didalamnya.	Of course, because there are many visuals that can build our ideas and also make it easier for us to understand the material.
Interviewer	:	Bagaimana Storybird dapat Meningkatkan kreativitas siswa dalam menulis untuk pembelajaran dan juga dapat meningkatkan motivasi siswa dalam menulis?	How can Storybird Improve students' creativity in writing for learning and can also increase students' motivation in writing?

Jeny	:	Tentunya dari gambar-gambar yang interaktif itu kita bisa menulis secara menyenangkan, dan juga bisa membangun kepercayaan diri kita karena gambar-gambar itu mudah untuk diekspresikan. Selain itu, menurut saya juga membangun motivasi saya menulis.	Of course, from the interactive images, we can write in a fun way, and it can also build our confidence because the images are easy to express. In addition, I think it also builds my motivation to write.
Interviewer	:	Apakah Storybird memudahkan pemahaman materi dan meningkatkan keterlibatan siswa dalam proses pembelajaran? Berikan alasan!	Does Storybird facilitate understanding of the material and increase student engagement in the learning process? Give reasons!
Jeny	:	Menurut saya sendiri bisa, karena itu kan sangat menarik bagi mahasiswa apalagi ada gambar yang interaktif, jadi bisa dengan mudah untuk mengingat materi, dan juga bisa memberi pengalaman belajar yang mendalam bagi siswanya.	In my opinion, it can, because it is very interesting for students, especially with interactive images, so it can be easy to remember the material, and it can also provide a deep learning experience for students.
Interviewer	:	Bagaimana Storybird dalam Menyediakan forum diskusi mahasiswa, dan mendorong kolaborasi antar mahasiswa atau penulis untuk berkarya lebih banyak?	How does Storybird provide a forum for student discussion and encourage collaboration between students or writers to create more work?
Jeny	:	Dari storybird siswa bisa belajar dari satu sama lain dengan membaca dan memberikan komentar pada karya teman sebaya. dan juga bisa membantu mereka untuk meningkatkan keterampilan menulis mereka dan mendapatkan ide-ide baru. terus juga bisa melatih komunikasi, dan menghargai kontribusi temannya.	From Storybird, students can learn from each other by reading and commenting on their peers' work, and it can also help them improve their writing skills and get new ideas. They can also practice communication and appreciate their friends' contributions.

Interviewer	:	Apakah Anda pernah mengalami kesulitan dalam mengakses atau menggunakan Storybird karena masalah koneksi internet?	Have you ever had trouble accessing or using Storybird due to internet connection issues?
Jeny	:	Koneksi internet sangat mempengaruhi apalagi kalau gambar-gambarnya belum terdownload dengan baik.	The internet connection is very influential, especially if the images have not been downloaded properly.
Interviewer	:	Apakah ada fitur tertentu yang dianggap sulit dipahami atau asing bagi Anda? Mengapa?	Are there certain features that you find difficult to understand or unfamiliar? Why?
Jeny	:	Sebenarnya kurang leluasa dengan adanya keterbatasan pemilihan gambar, karena Storybird menyediakan koleksi gambar yang telah dipilih sebelumnya untuk digunakan dalam pembuatan cerita. Oleh karena itu, menurut saya pilihan gambar tergantung pada konten yang tersedia di platform. Jika Storybird tidak memiliki gambar yang sesuai dengan ide cerita kita, mungkin akan kesulitan menemukan gambar yang sesuai.	There is actually less freedom with the limitation of image selection, as Storybird provides a pre-selected collection of images to use in story creation. Therefore, I think the choice of images depends on the content available on the platform. If Storybird does not have images that match our story ideas, it may be difficult to find suitable images.
Interviewer	:	Bagaimana Anda mengatasi keterbatasan dalam pemilihan gambar di Storybird? Apakah Anda merasa bingung atau kesulitan dalam proses ini?	How did you overcome the limitations of image selection in Storybird? Did you find it confusing or difficult in this process?
Jeny	:	Merubah alur cerita dari awal yang mana saya merasa kebingungan saat di tengah-tengah pembuatan cerita.	Changing the storyline from the beginning, which I felt confused about in the middle of making the story.
Interviewer	:	Apakah Anda mengalami ketidaksesuaian antara gambar dan jalan cerita saat menggunakan Storybird? Apakah ketidaksesuaian tersebut pernah memengaruhi tingkat konsentrasi Anda?	Do you experience mismatches between images and storylines when using Storybird? Has the mismatch ever affected your concentration level?

Jeny	:	Iya, menurut saya ketidaksesuaian gambar dengan ide alur cerita saya menyebabkan tingkat konsentrasi terganggu karena harus merombak alur cerita dari awal agar sesuai dengan gambar yang saya pilih	Yes, I think the incompatibility of the picture with my storyline idea causes my concentration level to be disrupted because I have to remodel the storyline from the beginning to match the picture I chose.
Interviewer	:	Apakah ada batasan jumlah karya seni dari seniman ketika kita mengakses gambar untuk menulis?	Are there any artwork restrictions in Storybird when we access it to write stories
Jeny	:	Menurut saya tidak ada batasan jumlah karya seni yang disediakan seniman untuk membatasi pilihan ilustrasi cerita.	I do not think there is a limit to the number of artworks an artist can provide to limit the choice of story illustrations.



### Jisoo's interview

Interviewer	:	Halo Jisoo, bagaimana kabarnya?	Hello Jen, how are you?
Jisoo	:	Alhamdulillah mba baik	It's good alhamdulillah
Interviewer	:	Oh iya, alhamdulillah kalau gitu. Sebelumnya saya izin	Oh yes, alhamdulillah. Previously, I had permission
		melakukan wawancara penelitian tentang pengalaman mahasiswa dalam menulis cerita pendek dengan Storybird di kelas menulis kreatif. Maukah Anda berbagi cerita mengenai pengalaman tersebut?	to conduct a research interview about students' experiences in writing short stories with Storybird in creative writing classes. Would you like to share your story about that experience?
Jisoo	:	Iya silakan mba	Yes of course
Interviewer	:	Apakah dalam menggunakan Storybird di kelas menulis bisa membantu?	Can Storybird help you write in creative writing classes?
Jisoo	:	Tentu cukup membantu bagi saya.	Of course, it was quite helpful for me.
Interviewer	:	Apakah Anda merasa ketergantungan atau justru tidak merasa ketergantungan saat menulis cerita pendek menggunakan Storybird?	Do you find inclination or disinclination when writing short stories using Storybird?
Jisoo	:	Saya tidak merasa ketergantungan saat menggunakan storybird karena saya lebih suka menulis sesuai alur cerita yang ada dipikiran saya tanpa harus menyesuaikan gambar.	I don't feel dependent when using Storybird because I prefer to write according to the storyline in my mind without having to adjust the images.
Interviewer	:	Apakah Anda merasa senang atau tidak senang saat menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Do you feel happy or unhappy when writing short stories using Storybird in creative writing class?
Jisoo	:	Ya, saya merasa senang menulis cerita pendek menggunakan Storybird karena ada gambar yang membuatnya lebih menarik.	Yes, I enjoy writing short stories using Storybird because there are pictures that make it more interesting.



Interviewer	:	Dalam menulis cerita pendek menggunakan Storybird apakah Anda merasa percaya diri atau bahkan merasa tidak percaya diri?	When you write short stories using Storybird, do you feel security or even insecurity?
Jisoo	:	Kurang percaya diri dengan menggunakan Storybird saat menulis.	Lack of confidence with using Storybird when writing.
Interviewer	:	Apakah Anda merasa puas atau tidak puas selama menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Did you feel satisfied or dissatisfied while writing short stories using Storybird in creative writing class?
Jisoo	:		
Interviewer	:	Apakah Storybird dapat mengeksplorasi kreativitas dan imajinasi Anda dengan mengambil inspirasi dari berbagai karya seni yang tersedia? Berikan alasan!	Can Storybird explore your creativity and imagination by taking inspiration from the various artworks available? Give us a reason!
Jisoo	:	Storybird dapat mengeksplorasi kreativitas dan imajinasi melalui berbagai karya seni karena storybird sendiri menyediakan banyak karya seni yang bentuknya template itu sendiri. Hal ini membuka wawasan kita terhadap berbagai estetika dan perspektif, memicu imajinasi, dan menginspirasi ide-ide baru.	Storybird can explore creativity and imagination through various artworks because Storybird itself provides many artworks that are templates themselves. This opens our minds to different aesthetics and perspectives, sparks our imagination, and inspires new ideas.
Interviewer	:	Bagaimana storybird dapat Meningkatkan kreativitas siswa dalam menulis untuk pembelajaran dan juga dapat meningkatkan motivasi siswa dalam menulis?	How can Storybird Improve students' creativity in writing for learning and can also increase students' motivation in writing?

Jisoo	:	Storybird membuat proses menulis menjadi lebih menarik dan menyenangkan. Kita dapat menggunakan gambar dan animasi untuk menghidupkan cerita kita, meningkatkan motivasi untuk terus berkembang dan berkreasi.	Storybird makes the writing process more interesting and fun. We can use images and animations to bring our stories to life, increasing motivation to keep improving and creating.
Interviewer	:	Apakah Storybird memudahkan pemahaman materi dan meningkatkan keterlibatan siswa dalam proses pembelajaran? Berikan alasan!	Does Storybird facilitate understanding of the material and increase student engagement in the learning process? Give reasons!
Jisoo	:	Storybird membantu kita memahami materi dan meningkatkan keterlibatan dalam proses pembelajaran sebab kita dapat membuat cerita sendiri berdasarkan materi yang dipelajari, meningkatkan pemahaman, dan memperbanyak informasi.	Storybird helps us to understand the material and increase engagement in the learning process as we can create our own stories based on the material learned, improve understanding, and reproduce information.
Interviewer	:	Bagaimana Storybird dalam Menyediakan forum diskusi mahasiswa, dan mendorong kolaborasi antar mahasiswa atau penulis untuk berkarya lebih banyak?	How does Storybird provide a forum for student discussion and encourage collaboration between students or writers to create more work?

Jisoo	: Storybird menyediakan forum diskusi dan mendorong kolaborasi antar mahasiswa melalui sharing karya dan tukar ide antar teman. Kemudian mereka dapat memberikan dan menerima umpan balik, belajar dari satu sama lain, dan mengembangkan ide-ide baru. Storybird juga dapat mendorong kita untuk bekerja sama dalam proyek-proyek kreatif. Seperti halnya saling membantu dalam menulis, mengedit, dan mendesain cerita.	Storybird provides a discussion forum and encourages collaboration between students through sharing work and exchanging ideas between friends. Then they can give and receive feedback, learn from each other, and develop new ideas. Storybird can also encourage us to work together on creative projects. Such as helping each other in writing, editing, and designing stories.
Interviewer	: Apakah Anda pernah mengalami kesulitan dalam mengakses atau menggunakan Storybird karena masalah koneksi internet?	Have you ever had trouble accessing or using Storybird due to internet connection issues?
Jisoo	: Iya sejauh saya menggunakan pernah terhambat koneksi internet sehingga kesulitan untuk mengaksesnya dan cerita yang dihasilkan kurang memuaskan.	Yes, as far as I have used it, the internet connection has been hampered, so it is difficult to access it, and the resulting story is not satisfactory.
Interviewer	: Apakah ada fitur tertentu yang dianggap sulit dipahami atau asing bagi Anda? Mengapa?	Are there certain features that you find difficult to understand or unfamiliar? Why?
Jisoo	: Menurut saya ada fitur yang asing bagi saya karena saat saya menggunakan Storybird untuk menulis saya kesulitan dalam menyimpan file.	I think there are features that are unfamiliar to me because when I use Storybird to write, I have trouble saving files.
Interviewer	: Bagaimana Anda mengatasi keterbatasan dalam pemilihan gambar di Storybird? Apakah Anda merasa bingung atau kesulitan dalam proses ini?	How did you overcome the limitations of image selection in Storybird? Did you find it confusing or difficult in this process?

Jisoo	:	Menurut saya keterbatasan pilihan gambar tergantung pada konten yang tersedia di platform. Jika Storybird tidak memiliki gambar yang sesuai dengan ide cerita saya, saya mungkin akan kesulitan dan kebingungan menemukan gambar yang sesuai dan saya harus mengulang mencari gambar atau mengulang membuat cerita dari awal.	I think the limited choice of images depends on the content available on the platform. If Storybird doesn't have an image that matches my story idea, I may find it difficult and confusing to find an appropriate image, and I will have to repeat looking for an image or creating a story from scratch.
Interviewer	:	Apakah Anda mengalami ketidaksesuaian antara gambar dan jalan cerita saat menggunakan Storybird? Apakah ketidaksesuaian tersebut pernah memengaruhi tingkat konsentrasi Anda?	Do you experience mismatches between images and storylines when using Storybird? Has the mismatch ever affected your concentration level?
Jisoo	:	Iya mengalami ketidaksesuaian antara gambar dengan jalan cerita, nah jadi bisa mempengaruhi konsentrasi dan pemikiran ide saya menjadi hilang semua.	Yes, I experienced a discrepancy between the picture and the storyline, so it could affect my concentration, and my ideas became lost.
Interviewer	:	Apakah ada batasan jumlah karya seni dari seniman ketika kita mengakses gambar untuk menulis?	Are there any artwork restrictions in Storybird when we access it to write stories
Jisoo	:	Sejauh ini pengalaman saya menggunakan Storybird tidak ada batasan jumlah karya seni karena saya bisa mengakses ilustrasi gambar secara bebas.	So far, in my experience using Storybird, there is no limit to the number of artworks, as I can access the illustrations freely.

### Rose's interview

Interviewer	:	Halo Ros, bagaimana kabarnya?	Hello Jen, how are you?
Rose	:	Hai mba, baik nih	I'm fine.
Interviewer	:	Oh iya, alhamdulillah kalau gitu. Sebelumnya saya izin melakukan wawancara penelitian tentang pengalaman mahasiswa dalam menulis cerita pendek dengan Storybird di kelas menulis kreatif. Maukah Anda berbagi cerita mengenai pengalaman tersebut?	Oh yes, alhamdulillah. Previously, I had permission to conduct a research interview about students' experiences in writing short stories with Storybird in creative writing classes. Would you like to share your story about that experience?
Rose	:	Iya baik mba silakan	Yes of course.
Interviewer	:	Apakah dalam menggunakan Storybird di kelas menulis bisa membantu?	Can Storybird help you write in creative writing classes?
Rose	:	Cukup membantu menurut pengalamanku.	Quite helpful in my experience
Interviewer	:	Apakah Anda merasa ketergantungan atau justru tidak merasa ketergantungan saat menulis cerita pendek menggunakan Storybird?	Do you find inclination or disinclination when writing short stories using Storybird?
Rose	:	Tidak ketergantungan bagi saya, karena itu setelah kelas kreatif saya tidak menggunakannya lagi dan saya tidak begitu suka menulis fiksi karena sulit bagi saya untuk mempertimbangkan unsur-unsur seperti plot dan karakter.	It was not a dependency for me; therefore, after the creative class, I didn't use it anymore, and I didn't really like writing fiction because it was hard for me to consider elements like plot and character.
Interviewer	:	Apakah Anda merasa senang atau tidak senang saat menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Do you feel happy or unhappy when writing short stories using Storybird in creative writing class?

Rose	:	Merasa senang karena tersedia visualisasi yang menarik yang dapat membantu saya dalam mengembangkan ide. Storybird juga menarik bagi saya karena setelah kita selesai menulis cerita dapat mengedit gambar warna font, bisa diwonload dan bahkan bisa dipublikasikan untuk dibaca dan dikomentari para pembaca maupun seniman yang lain.	It's nice because there are interesting visualizations that can help me develop ideas. Storybird also appeals to me because, after we finish writing the story, we can edit the font and color images, upload them, and they can even be published for readers and other artists to read and comment on.
Interviewer	:	Dalam menulis cerita pendek menggunakan Storybird apakah Anda merasa percaya diri atau bahkan merasa tidak percaya diri?	When you write short stories using Storybird, do you feel security or even insecurity?
Rose	:	Saya merasa percaya diri jika teks yang saya buat dengan menggunakan Storybird itu cocok dengan gambar yang dipilih.	I feel confident if the text I create using Storybird matches the selected image.
Interviewer	:	Apakah Anda merasa puas atau tidak puas selama menulis cerita pendek menggunakan Storybird di kelas menulis kreatif?	Did you feel satisfied or dissatisfied while writing short stories using Storybird in creative writing class?
Rose	:	Kurang puas karena kan terkadang saya sulit menentukan alur ceritanya, kadang gambarnya masih bingung dan tidak ada urutan antara satu ilustrasi dengan ilustrasi berikutnya.	I am not satisfied because sometimes I find it difficult to determine the storyline, sometimes the pictures are still confused, and there is no sequence between one illustration and the next.
Interviewer	:	Apakah Storybird dapat mengeksplorasi kreativitas dan imajinasi Anda dengan mengambil inspirasi dari berbagai karya seni yang tersedia? Berikan alasan!	Can Storybird explore your creativity and imagination by taking inspiration from the various artworks available? Give us a reason!
Rose	:	Menurut pengalaman saya	According to my experience,

		<p>bisa, soalnya di Storybird banyak gambar gambar yg karakternya berbeda-beda gak cuma berfokus pada karakter berbentuk manusia saja tapi uga ada hewan dan lain-lain, jadi menurut saya itu bisa menjadi inspirasi merangkai cerita lebih bebas dan bisa mengeskplor kreativitas dengan berimajinasi melalui gambar gambar scene yang telah disediakan.</p>	<p>it can, because in Storybird there are many pictures with different characters, not only focusing on human-shaped characters but also animals and others, so I think it can be an inspiration to compose stories more freely and can explore creativity by imagining through the scene images that have been provided.</p>
Interviewer	:	<p>Bagaimana storybird dapat Meningkatkan kreativitas siswa dalam menulis untuk pembelajaran dan juga dapat meningkatkan motivasi siswa dalam menulis?</p>	<p>How can Storybird Improve students' creativity in writing for learning and can also increase students' motivation in writing?</p>
Rose	:	<p>Storybird meningkatkan kreativitas menulis menurut saya cukup bisa, karena kita dengan melihat gambar dan mengurutkan scene membuat otak kita berpikir kreatif merangkai cerita. lalu setelah menulis kan nanti bisa dipublikasikan menjadi sebuah bentuk buku format pdf dengan gambar yang menarik selain itu dibagian cover akan ada nama kita yang tercantum sebagai author ini bisa menjadi motivasi karena menurut saya itu menarik dan suatu kebanggaan sendiri bisa membuat cerita yg bisa publish dg nama kita tertulis sebagai seorang authornya.</p>	<p>Storybird enhances writing creativity, in my opinion, quite well, because looking at pictures and sequencing scenes makes our brains think creatively to frame stories. then, after writing, it can later be published into a pdf format book with interesting pictures. Besides that, on the cover there will be our names listed as authors. This can be a motivation because I think it is interesting and a pride in itself to be able to create stories that can be published with our names written as authors.</p>
Interviewer	:	<p>Apakah Storybird memudahkan pemahaman materi dan meningkatkan keterlibatan siswa dalam proses pembelajaran? Berikan</p>	<p>Does Storybird facilitate understanding of the material and increase student engagement in the learning process? Give reasons!</p>

		alasan!	
Rose	:	Iya bisa meningkatkan, karena kan ada gambar visualnya tidak cuma teks saja yg membuat bosan	Yes, it can improve because there are visual images, not just boring text.
Interviewer	:	Bagaimana Storybird dalam Menyediakan forum diskusi mahasiswa, dan mendorong kolaborasi antar mahasiswa atau penulis untuk berkarya lebih banyak?	How does Storybird provide a forum for student discussion and encourage collaboration between students or writers to create more work?
Rose	:	Menurut saya bagus ada forum tersebut jadi kita bisa saling sharing dan memberikan feedback komentar satu dengan yang lainnya.	I think it's good that there is a forum so we can share and give feedback to each other.
Interviewer	:	Apakah Anda pernah mengalami kesulitan dalam mengakses atau menggunakan Storybird karena masalah koneksi internet?	Have you ever had trouble accessing or using Storybird due to internet connection issues?
Rose	:	Iya, menurut saya Storybird membutuhkan koneksi internet yang kuat agar dapat menulis dengan lancar	Yes, I think Storybird requires a strong internet connection in order to write smoothly.
Interviewer	:	Apakah ada fitur tertentu yang dianggap sulit dipahami atau asing bagi Anda? Mengapa?	Are there certain features that you find difficult to understand or unfamiliar? Why?
Rose	:	Sejauh pengalaman saya fitur nya aman saja dan bisa dipahami tidak terlalu sulit.	As far as my experience goes, it's safe, understandable, and not too difficult.
Interviewer	:	Bagaimana Anda mengatasi keterbatasan dalam pemilihan gambar di Storybird? Apakah Anda merasa bingung atau kesulitan dalam proses ini?	How did you overcome the limitations of image selection in Storybird? Did you find it confusing or difficult in this process?
Rose	:	Saat saya menulis cerita dengan memilih gambar, terkadang di tengah-tengah ada gambar yang tidak sesuai dengan ide saya, sehingga saya merasa kebingungan dan	When I write a story by choosing pictures, sometimes in the middle there are pictures that do not match my ideas, so I feel confused, and I have to remodel from the



		saya jadi merombak ulang dari awal dan terkadang memilih gambar lagi.	beginning and sometimes choose pictures again.
Interviewer	:	Apakah Anda mengalami ketidaksesuaian antara gambar dan jalan cerita saat menggunakan Storybird? Apakah ketidaksesuaian tersebut pernah memengaruhi tingkat konsentrasi Anda?	Do you experience mismatches between images and storylines when using Storybird? Has the mismatch ever affected your concentration level?
Rose	:	Iya saya pernah mengalami ketidaksesuaian antara gambar dengan alur sehingga saya terkadang ganti gambar dan harus meunglang dari awal. hal tersebut bisa mempengaruhi konsentrasi dan pemikiran ide saya menjadi hilang semua.	Yes, I have experienced a mismatch between the picture and the flow, so I sometimes change the picture and have to start from the beginning. It can affect my concentration, and my ideas and thinking become all lost.
Interviewer	:	Apakah ada batasan jumlah karya seni dari seniman ketika kita mengakses gambar untuk menulis?	Are there any artwork restrictions in Storybird when we access it to write stories
Rose	:	Menurut saya jumlah karya seni tidak ada batasannya karena selama saya menggunakan itu aman saja bebas mengeksplor karya seni.	I think there is no limit to the number of artworks because, as long as I use them, it is safe to explore them.

## **CURRICULUM VITAE**

Name : Nuzulus Sakinah  
Student Number : 2520017  
Place and Date of Birth : Pekalongan, June 19 2001  
Gender : Female  
Address : Paesan Tengah, Kedungwuni, Pekalongan  
Educational Background :  
1. MI Walisongo Peesan 01 (2014)  
2. MTS Walisongo Kedungwuni (2017)  
3. MAS Simbang Kulon (2020)





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
UNIT PERPUSTAKAAN

Jl. Pahlawan KM 5 Rowolaku Kajen Pekalongan, Telp. (0285) 412575 Faks. (0285) 423418  
Website : [perpustakaan.uingusdur.ac.id](http://perpustakaan.uingusdur.ac.id) Email : [perpustakaan@uingusdur.ac.id](mailto:perpustakaan@uingusdur.ac.id)

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai civitas akademika UIN K.H. Abdurrahman Wahid Pekalongan, yang bertanda tangan di bawah ini, saya:

Nama : NUZULUS SAKINAH  
NIM : 2520017  
Program Studi : TADRIS BAHASA INGGRIS  
E-mail address : [sakinahnuzulus8@gmail.com](mailto:sakinahnuzulus8@gmail.com)  
No. Hp : 0897-64-71717

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN KH. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Tugas Akhir  Skripsi  Tesis  Desertasi  Lain-lain (.....)

Yang berjudul :

**PENGARUH BAURAN PEMASARAN SYARIAH TERHADAP KEPUTUSAN PEMBELIAN ULANG DENGAN KEPUASAN KONSUMEN SEBAGAI VARIABEL MODERATRING (STUDI KASUS PADA KONSUMEN PRAPATAN CELL KULU KARANGANYAR PEKALONGAN)**

Beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data database, mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Pekalongan, 07 Juni 2024



**NUZULUS SAKINAH**  
**NIM. 2520017**