

The Use of Storybird in The Process of Learning English at an English Language Education Department of a Private University in Yogyakarta

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Abstract

This study aims to describe the use of Storybird by English Education Department students to learn English. Also, it was to find out the advantages and challenges faced by students when using Storybird in learning English. It also wished to explore how students overcame the challenges when using Storybird. To accomplish the objectives of this study, the researcher conducted a qualitative design. The data were obtained from interviews with three English students as the participants in a private university of Yogyakarta. The three participants were two males and one female batch 2015. The findings revealed that there were four advantages that the students got when using Storybird, namely that Storybird increasing creativity, training students reading skills, training students writing skills, and Storybird features were understandable. There were seven challenges namely bad internet connection, application errors, unfamiliar with the features, limited pictures, lack of technical support, the need for high imagination, and inability to improve oral skills. In addition, the study found several ways to overcome the challenges faced by students such as looking for a good internet connection, changing the password and refreshing the application, asking teachers and friends, doing self-study, and working in groups.

Keywords: Storybird, advantages, challenges, ways to overcome the challenges.

Introduction

Nowadays, technology has become part of the teaching and learning environment. Technology is one of the sources used by teachers to help facilitate the student's learning process. Stosic (2015) said that, with the use of technology in education, students can understand teaching materials and repeat material that is not sufficiently clear by themselves, and can track their learning progress. Storybird is one of the applications that is based on technology that has been created by Mark Ury to help students in reading and writing English stories. Storybird and Nordin (2010) stated that "Storybird is a web 2.0 tool created by Mark Ury that supports the collaborative storytelling with the use of art galleries that inspire people to create stories" Mark creates Storybird using images to inspire students to read and write English stories.

Advantages of Storybird. Storybird can be done in groups simultaneously in the classroom or outside the classroom with the condition of Wi-Fi access. Storybird is made to increase interest in writing or reading for students. Menezes (2012) outlines that Storybird is a tool that focuses students on writing skills rather than drawing. Another statement came from Ramirez (2013) who said that Storybird makes students understand grammar more and add English vocabulary. Storybird can also be useful to increase students' English skills to be better such as speaking skill. By using storytelling which has been written by students in Storybird, students can also improve their speaking skills.

Ikramuddin (2017) has conducted research that proves to apply storytelling techniques in teaching can improve students' speaking skills. To improve students speaking skills with Storybird, the teacher can ask the students to read loudly their stories which have been written in Storybird in front of the class.

In addition, there is also a statement from Dabbs (2013) who believed that Storybird is a fun platform and encourages students to increase creativity. Storybird is also a tool that can make the students understand the material easily. Yunus and Ishak (2018) stated that Storybird can help students strengthen the content they have learned in class. Storybird provides students with digitally producing creative stories.

Challenges of Storybird. Despite its amazing features, there are also some challenges of using Storybird. First, the students do not understand the purpose of the application used. They just follow the instruction of the teacher. Zakaria, Yunus, Nazri, and Shah (2016) said that the use of a Storybird should be promoted by the teacher to the students. When learning English using Storybird in class there were still many students who ask questions about the features in Storybird. Many of them were confused about the function of the features in Storybird.

Second, most of the images provided in the Storybird are not related to each other. This causes students difficulty in making stories using images in the Storybird. As mentioned by Hidayat (2019), one of the shortcomings of Storybird is the incompatibility of images with the storyline. Third, Storybird requires an internet connection and with the internet connection sometimes students who are

not watched by the teacher will use the internet arbitrarily and seek information that should not be seen by them. As we know the internet has a lot of good effects but it also has view bad effects for students. Sharples, Graber, Harrison, and Logan (2015) discussed the dilemma by allowing children to learn to use the internet and protect them from harmful internet side effects at the same time. The researchers have also found out the deficiency of the use of the Internet in education.

Brandstrom (2011) researched on the use of the internet in learning and one of the disadvantages that students mention is the lack of internet access.

Ways to overcome the challenges. The main thing that is related to the use of this application is the internet. Before using this application, students must have an internet connection. It is because most of the technology-based e-learning uses the internet connection. According to Arkorful and Abaidoo (2014), “Technology-based e-learning encompasses the use of the internet and other regulate courses in an organization”. Lack of internet connection is also a problem for students.

Therefore, students can search for free Wi-Fi locations or study with their friends who have internet access so students do not miss the lesson. Priantama (2017) Wi-Fi technology gives users the freedom to access the internet and has been widely used in various places such as meeting rooms, hotel rooms, campuses, and cafes marked HotSpot Wi-Fi. According to Wertz (2014) using Storybird in groups can help students share experiences and produce digital storybooks. In conclusion, there are some strategies to overcome the challenges of using Storybird such as teacher should help the students use the internet responsibly, students can search free Wifi location, and also students can work as a group.

Methodology

The researcher decided to use qualitative research. According to Austin and Sutton (2014), Qualitative research methods allow researchers to observe the feelings, thoughts, behaviours, and beliefs of the wider community. The data analysis procedure was based on the descriptive qualitative approach. A descriptive qualitative approach is a comprehensive summary in everyday terms of specific events experienced by a person or group of persons. According to Sandelowski (2000), qualitative descriptive study is a method for directly describing the desired phenomenon.

This study took place at English language education department (ELED) of one Islamic private university in Yogyakarta. First, the reason why the researcher chose this place was because the facilities in this private university supported the use of Storybird in the classroom. Second, there were specific courses that used technology like Storybird as a tool for learning in the classroom. One of those courses was ICT in language teaching and digital technology in education. Third, access to collect the data was easy. The researcher was conducted research data in July 2019. It was included in collecting and analyzing data. Moreover, this research completed in August 2019, and this research was conducted in the academic year 2018/2019.

The participants of this research were three students of ELED class of 2015 in one Islamic private university in Yogyakarta because students class of 2015 had sufficient experiences in using Storybird and easy to contact. It was

because if they had used Storybird before, they must have understood how to operate it, what the advantages of Storybird were, and what the challenges in using Storybird according to them were. In this study, the researcher used purposive sampling for sampling techniques. According to Cohen, Marrison, and Mannion (2011), “purposive sampling is used to access knowledgeable people in particular issue”. From that statement, it could be said that the purposive sampling technique was suitable for this research because it concerned with the students' opinions about the use of Storybird in the class.

The researcher applied the interview as a data collection method in this study. This was done in order to collect adequate and relevant data to address the research objectives of this study. The researcher chose several participants for the interview. The selection of the participants was based on the criteria of the researcher such as the participants were an ELED student in that university, the participants had sufficient experiences, and the participants should be an informative student. Interviewing selected participants was a very important method often used by qualitative researchers. Based on Patton (2002), the researcher used the interview method to find out what was being thought and how participants felt about something. The researcher used standardized open-ended interviews as a type of interview. The researcher used interview guidelines to do the interview and also all the interviewees were asked the same basic questions in the same order. Patton (2002) outlines four types of interview such as interview guide approaches informal conversational interviews, interview guide approaches, standardized open-ended interviews, and closed quantitative interviews. In this

research, the researcher used a direct or indirect form as a question format. Based on Tuckman (as cited in Cohen et al., 2011), direct questions can make respondents careful when giving answers to the researcher.

The researcher used the Indonesian language during the interview. For the interview, the researcher used a pen, note, and an audio recorder. A pen and note were used to rewrite the participants' statements that were not clear enough, to be asked again. An audio recorder was used to record the entire course of the interview to facilitate the researcher in the next step that was transcribing. As mentioned by Bogdan and Biklen (2007), data analysis in qualitative research is the process of making interview transcripts or observational records systematically to improve understanding of phenomena. The process of analyzing qualitative data mainly involved coding or data categorization.

Before analyzing the data, the researcher had to have collected data from the participants by conducting interviews. After conducting interviews and collecting much data, the next step that was done by the researcher was the transcript of data by writing every word spoken by the interviewee. The name of the interviewee was changed to a pseudonym such as Budi, Jack, and Lisa.

To ensure the validity of the interview data, the researcher did member checking to help improve the accuracy, credibility, validity, and transferability of the study. Member checking was done by giving the interpretation and reporting to members of the sample in order to check the authenticity of the work. Another explanation is that member checking is known as a participant respondent, a

technique to test the credibility of the results by returning the data to participants to check the accuracy of the data (Birt, Scott, Cavers, Campbell, & Walter, 2016).

After the validity test, the next step was coding. Saldana (2009) stated that the result of the whole recording must be transcribed in sentence form as the original results of the interview and observation. There were some steps done in coding: Firstly, the researcher needed to prepare a complete transcript of the interview from the sound recording results into a set of sentences as the original voice from the interview results. After that, the researcher did what is called “verbatim”, to convert raw data into text form. To facilitate coding, the researcher usually provides "codes" for each type of data. For example, the researcher had interview transcript data on one subject, so for this data, the researcher could give the code P1, P2, and so on. Secondly, the researcher did fact compaction, namely rearranging the sentence from the subject into a well-arranged sentence and could make the researcher easily understand the meaning that was said by the subject. Fact compaction was done because the transcripts of the interview results or the words of the subject said verbally were usually the sentence structure which was not formal and was difficult to understand. Therefore, fact compaction was used to make it easier for the researcher to capture the meaning of a sentence spoken by the subject and be converted into formal words, phrases or sentences without changing the meaning. As said by Mahpur (2017), compaction of facts is to reconstruct the subject's sentences into well-organized sentences and can make it easier for researchers to understand the meaning of the participants' answers.

Thirdly, the researcher interpreted the reconstructed sentence. Mahpur (2017) said that interpretation is the conclusion to categorize facts into psychological themes and it must be in line with the facts. Fourthly, the researcher did the collection of similar facts to know the quality of psychological facts that had been obtained from verbatim or interviews. Mahpur (2017) stated that the collection of similar facts helped researchers systematically categorized and ultimately found key themes as material to narrate the data.

Fifthly, the researcher made categorization from non-similar and similar facts to find the key themes. Mahpur (2017) defined categorization as a conclusion of analysis after researchers saw a collection of facts and facts that were interconnected. Lastly, the researcher made concepts and narrating.

Finding and Discussion

Findings

Based on the interview conducted during the research, there were some findings revealed from the data. The findings were related to the advantages of using Storybird in the learning English process, the challenges of using Storybird in learning faced by ELED student and how they overcame the challenges.

The advantages of using Storybird in the learning process

The first research question was about how the participants perceive the advantages of Storybird in the learning process. There were six findings resulted from the interview. The participants believed that Storybird could increase creativity, trained students reading skills, trained students writing skills, and

Storybird features were understandable. Further discussion about these advantages of Storybird in learning English process is explained as follows.

Storybird increased creativity. The participants in this study stated that Storybird can increase their creativity. Two participants that felt Storybird increased creativity. This finding was stated by Budi and Lisa. Budi explained, “I think Storybird is a good application especially to increase the creativity and also make the teaching and learning process in the classroom not monotonous”. He also added more information by stating that using Storybird could increase creativity for writing. Budi explained, “I feel Storybird enhances the idea of creativity for writing poetry, stories, and so on”.

What Budi said was supported by other participants, Lisa. She added, “I feel Storybird can enhance creativity in making up stories with high imaginations”. This finding was also supported by the statement of an expert. Dabbs (2013) stated that Storybird is a fun platform and encourages students to increase creativity. The Dabbs’ statement above proves because Storybird provides many different images so students are challenged to increase their creativity in finding at least similar images and then making stories out of these images.

Storybird trained students reading skills. The three participants, Budi, Jack, and Lisa said that Storybird can improve reading skills because many stories that could be read in Storybird so students could add a lot of vocabulary. Budi explained, “I feel my reading skills have improved because there are many stories

posted there that I can read”. Budi also added a statement, “So it is a very good application to improve reading by adding a lot of vocabulary”. Similar to Budi, Jack felt similar advantages. Jack explained that “I feel Storybird improves my reading ability by reading lots of stories from people who have been posted there”.

The statement that Budi and Jack said was also supported by another participant, Jenny. She mentioned, “I feel Storybird improves reading ability”. These participants’ statement was similar to Giacomini (2015), she said that students can read stories on Storybird to get additional exposure to the language. It was also said by Ramirez (2013), Storybird makes students understand grammar more and add English vocabulary. Storybird is an application that can improve students' reading skills because usually learning activities in English using Storybird involve reading many stories. The students are also can read stories that have been written by other students to check their grammar.

Storybird trained students writing skills. Similar to the second finding above, the three participants also said that Storybird could improve writing skills because students could describe a lot of pictures and also wrote their own stories in Storybird. Starting with the statement from Budi mentioned that “I feel Storybird improves my writing skills by writing stories”. This statement was also supported by Jack who said, “I feel Storybird improves my writing skills by describing pictures”. Jack also add a statement, “I feel I can improve my writing skills by arranging words into sentences and sometimes it can improve my speaking skills”. Jack's statement was supported by one of the experts.

Ikramuddin (2017) has conducted research that proves to apply storytelling techniques in teaching can improve students' speaking skills. It means that by utilizing storytelling that had been written by students in Storybird, it could also be used automatically to improve speaking skills.

Lisa had a similar statement as Budi and Jack that Storybird could improve writing skills. She explained, "I feel Storybird improves my writing skills". In addition, to support the statements from participants, there was also a statement from an expert. The statement from Menezes (2012) outlines that Storybird is a tool that focuses students on writing skills rather than drawing. It means that Storybird is indeed an application created to improve writing skills not an application for drawing. There are other activities that students can do besides writing stories with pictures in Storybird such as writing long stories and writing poetry.

Storybird features were understandable. Apparently, Jack was also the only student who said that Storybird had tools that were still easy to understand and familiar to students. Jack mentioned that "I feel that the features in Storybird are still familiar and easy to understand". With applications that are easy for students or teachers, Storybird can also be a great technological innovation to improve teaching and learning in the classroom. Lisa exclaimed, "I think that Storybird can be used as an introduction to technology in education by prospective teachers".

According to researcher opinions, Storybird has features that were still easily understood by students. With features that were easy to understand, it can facilitate students in accessing Storybird. The statement above was also supported by another researcher. Mohamed (2017) stated that Storybird is an easy-to-use application that can change students' creative reading and writing experiences. There are several features in Storybird that are easily understood by students such as the “challenge” feature that can be used by students who want to practice their ability to read, write and learn how to communicate well. In this feature, there are also some video tutorials that can be watched by beginners. There is also the “write” feature. This feature can be used by students who want to write picture stories, long stories, comics, and poems. The last is the “read” feature. This feature can be used by students if they want to read stories, comics, or poems that have been provided by Storybird. Students can also read stories that have been written and uploaded by their other friends on Storybird.

The challenges of using Storybird in learning faced by students and how they overcome the challenges

The researcher found some problems or challenges faced by students in using Storybird in learning English and also several ways to overcome those challenges. After the interview with three participants and analyzed their answers, the researcher found there were seven challenges in using Storybird and seven ways to overcome those challenges. Those seven challenges were a namely bad internet connection, application errors, unfamiliar with the features, limited pictures, lack of technical support, need of high imagination, and inability to

improve speaking and listening skills. There are several challenges caused by learning activities using Storybird or challenges caused by Storybird itself.

In addition, several ways were done by students to overcome these difficulties. There were actually five ways discovered by researchers. Those five ways are namely looking for a good internet connection, changing the passwords, refreshing the application, asking teachers and friends, doing self-study, and working in groups.

Challenges in using Storybird

Bad internet connection. As explained by participants in using Storybird in the learning process, all three participants agreed that the main problem of Storybird was the internet connection. Therefore, Storybird really needed a good internet connection. As Budi stated, “Storybird requires a good internet connection”. Budi's statement was also supported by Jack that Storybird requires an internet connection. The same as Budi, Jack also stated that “Storybird requires an internet connection”. To use applications that require internet connections greatly limits students in using this application such as Storybird. Especially if students want to use the application in their home while not all students have an internet connection in their home.

In addition, bad internet connections could also slow down the learning process using Storybird. Lisa added, “A bad internet connection can slow down learning with Storybird”. The statement above was also supported by one of the experts that Storybird does need an internet connection, but internet connections

are sometimes very difficult to obtain. Brandstrom (2011) has researched the use of the internet in learning and one of the disadvantages that students mention is the lack of internet access.

This finding was also categorized as a problem that caused the slow submission of task files. In this case, only Lisa said that bad internet connection caused slow submission. Lisa stated that “Uploading file in Storybird takes a long time”

Application errors. Another problem faced by students was the Storybird application sometimes got an error or there was something wrong that occurred when using Storybird. In this case, only Budi had experienced that problem. Budi exclaimed, “There was a problem with the Storybird application that the application is sometimes broken”. However, the statement from Budi is also supported by Notenboom (2018) stated that “Internal Server Errors” sometimes occur on web applications and usually these problems occur outside of your control.

Unfamiliar with the features. Although researchers have mentioned above that there were some features that easily understood by students. However, there were also several other features in Storybird that still difficult to understand or unfamiliar to students. In this case, all three participants, Budi, Jack, and Lisa agree with that statement. They stated that sometimes they felt that Storybird was hard to understand, whether its tools or features. Budi explained, “I have difficulty understanding Storybird”. What Budi said was also supported by Jack, He stated,

“When first using Storybird I feel confused”. There was another explanation by Lisa that she also had some difficulty when using some tools in Storybird. Lisa exclaimed, “The tools in Storybird are confusing me”. In addition, Lisa also said that she had difficulty to save her files in Storybird. Lisa added, “I found it difficult to save files in Storybird”.

The statements from the three participants above are also supported by several other researchers. As pointed out by Chance, Ben-zvi, Garfield, and Medina (2007), before using technology students must be familiar with the tools and how to use them. They also added that students sometimes become overwhelmed and get lost with instructions or programming instructions.

Limited pictures. Jack was the only participant who found that Storybird had a problem with the pictures. This problem happened because it was confusing for him when choosing and pairing the pictures in Storybird. Jack stated, “Sometimes I get confused choosing images in Storybird. For example when I was told to make a storyline but sometimes the pictures really can't be related.” In addition, there is also an expert that supports this finding. Miller (2016) stated that one of the shortcomings of Storybird is that the characters are very rare and the images are sometimes unrelated to each other.

Lack of technical support. There were some problems caused by a lack of technical support such as Storybird not flexible, not being able to use a mobile phone while students do not always carry a laptop or computer, and if students want to use a computer lab, the time is limited. In this case, there were two

participants, Jack and Lisa said that the problem in using Storybird in the process of learning English was not flexible. Jack stated that students had to use computers to make it easier and more comfortable to run Storybird. Jack explained, “I feel Storybird is better by using a computer instead of using a mobile phone”. Jack also added the problem was he did not always carry computers everywhere. Jack said that “I do not always carry a computer”. Supporting what Jack said, Lisa also stated that when learning using Storybird she had to use a computer laboratory. Lisa added, “Storybird must be taught in a computer laboratory but students often do not get to use the laboratory”. This finding corroborates with what Maguire (2008) stated that the most common barrier to the use of technology in schools is technical support such as lack of access to online courseware.

Concerning storybird which must be taught in a computer lab while time is limited. It was only Lisa who agreed with that statement. She was said that the time given was so limited. Lisa exclaimed, “I feel that I have less time to study in a computer lab because students have to take turns with other classes”. Lisa also added that it really took a long time to learn with Storybird. Lisa added, “It takes a long time to learn Storybird”. This research was also supported by one expert. Raja and Nagasubramani (2018) mentioned that common barriers that are often faced by students when learning to use technology are lack of time, access, resources, expertise, and support.

The need of high imagination. This means because Storybird provides lots of different images and students are required to create stories with the images

provided. Therefore high imagination is indeed needed by students because they not only write stories but also have to choose images that match the stories they will make. In this case, Lisa was the only participant who said that in using Storybird students needed high imagination to create better stories but not all students had high imagination. Lisa argued, “Not all students have high imagination in order to quickly create better stories in Storybird”. To support the participant's statement above, the researcher found another researcher who also said that imagination really influenced the students' writing skills. Izzati (2018) said that the level of students' imagination persuades their writing skills. He also added the stronger students' imagination grows the better stories or text students made.

Besides high imagination, students also feel they have a limitation on language. Lisa was also the only participant who said that she has a limitation on language when making stories in Storybird. Lisa mentioned, “I find it difficult to compose words because I am not fluent in English”. The participant's statement above was also supported by Raja and Nagasubramani (2018) who said that one of the negative impacts of ICT is that students do not know how to use grammar correctly and spell out different words.

Inability to improve speaking and listening skills. The problem after using Storybird was that students feel Storybird only increased certain skills. The three participants, Budi, Jack, and Lisa, felt that Storybird did not improve their speaking and listening skills. Budi explained that “I feel Storybird only improves writing and reading skills”. To support what Budi said, Lisa also added, “I feel

Storybird does not improve listening and speaking skills”. Different from Budi and Lisa, Jack said that Storybird just did not improve listening skills. Jack explained, “I feel Storybird does not improve listening skills”. Participants' statements were also supported by experts because basically Storybird was created to improve writing and reading skills. Storybird and Nordin (2010) stated that Storybird is a web application created by Mark Ury that supports collaborative storytelling with the use of images to inspire people to create stories.

Ways to overcome the challenges

Looking for a good internet connection. There were two participants Budi and Jack who looked for a place with a good internet connection when having problems with a bad internet connection. Budi explained, “I am looking for a good internet connection”. To support the statement by Budi, Jack also stated that he used Storybird when he found an internet connection. Jack added, “I use Storybird when there are an internet connection and computer”. Those explanations by Budi and Jack were also supported by an expert. Nowadays, the internet connection has spread very widely and can be accessed anywhere by anyone, especially students. Priantama (2017) Wi-Fi technology gives users the freedom to access the internet and has been widely used in various places such as meeting rooms, hotel rooms, campuses, and cafes marked HotSpot Wi-Fi.

Changing the password and refreshing the application. Students said that Storybird sometimes crashed or made errors and encouraged students to re-login but not a few students who forgot their passwords account. Therefore, students overcame this problem by changing the Storybird password account. In

this case, only Budi did that. Budi stated, “I change my passwords if I cannot log in to the Storybird”. Budi also said that he refreshed the Storybird application when there was a crash or an error occurred. Budi explained, “I also refresh Storybird if an error occurs”. Notenboom (2018) stated that the internal server errors on the web application occur when the server encounters an unknown situation on how to handle it. The appropriate way to overcome this problem can be as follows clear cookies or refreshing the application

Doing self-study. All participants had overcome some difficulties with self-study because they did not always have the opportunity to ask their teacher or friends. Therefore self-study was very important for students to have. As said by Sagitova (2014) modern education must encourage students actively in the process of independent education in the learning process. In addition, Sagitova also said that students can be said to be successful in learning in the modern era if they are able to integrate knowledge from various sources and self-educate through life. The researcher found there were some points in dealing with the challenges with self-study. All of the participants had their point such as learning from the internet and trying the features.

Learn from the internet. Budi was the only participant that learned from the internet when having difficulty in using Storybird. Budi mentioned, “I tried to learn and explore by myself to better understand Storybird on YouTube”.

Trying out the features. In this case, Jack was the only participant who tried the features in Storybird when he was confused with the Storybird tools. Jack

argued, “How to overcome confusion when using Storybird is to try clicking on the tools”.

Asking the teacher or friends. The two out of three participants, Budi and Lisa asked the teacher when they had difficulty learning by using Storybird. Budi explained, “I ask the lecturer if they don't understand”. What is said by Budi was also supported by a statement from Lisa. She added, “I overcome the difficulties in Storybird by asking the teacher”.

Besides asking the teacher, Budi and Lisa also sometimes asked friends beside them if they had difficulties. Budi stated, “I ask my friends if I don't understand”. Lisa also added, “I ask friends when having trouble saving files in Storybird”. Students ask friends or teachers if they do not understand are things that must be accustomed. As said by Dispini and Romadoni (2016), students need to communicate both questions and ideas or opinions of students in the learning process.

Working in groups. The final way to overcome the difficulties of using Storybird found by researchers was to create a study group with friends. Two participants said that working with groups made it easier for them to learn Storybird because they could help each other. Budi explained, “I work in groups to understand Storybird”. Working in groups could also overcome difficulties such as a bad internet connection. Lisa said, “Another way to overcome a bad internet connection is by group work”. What the two participants said above were also supported by one of the experts that Storybird can be done with groups of

study. According to Wertz (2014) using Storybird in groups can help students share experiences and produce digital storybooks.

In the opinion of researchers related to the finding above is the result of this study has more challenges than advantages. Therefore, a Storybird is a good application for students but it doesn't have to be used because there are too many challenges. The opinion of the researcher was also mentioned by one participant, Lisa said that Storybird was less effective because there were a lot of challenges of Storybird and it was very influential. Lisa stated, "Challenges in Storybird is very influential because it can make it difficult for students". In addition, Lisa also explained that "I feel Storybird is less efficient".

Conclusion

English is a language used by almost everyone in all countries in the world. Therefore, people who can understand English very well will get a lot of benefits, especially in Indonesia. In Indonesia, English is one of the subjects that students must learn. In schools, teachers use a variety of ways to facilitate learning in the classroom, including using technology in the form of software or hardware. Storybird is one of the software used to teach English in class. However, in using Storybird there are several advantages and challenges faced by students. This study was aimed to explore the advantages of using Storybird and also to investigate the challenges of using Storybird in learning English faced by students. In addition, this study was also intended to find out how are the students overcome the challenges.

A case study qualitative research design was used in this research. Having three English students as the participants, the study took place at an English language education department of a private university in Yogyakarta. The data were collected by interviewing these three students. After collecting the data, the researcher transcribed, confirmed the participants' respond for member checking, categorized the data, the narrated the findings.

Based on interviews, the findings showed that there were six advantages, ten challenges, and five ways to overcome the challenges in using Storybird. Firstly, the four advantages of Storybird include Storybird could increase creativity, trained students reading skills, trained students writing skills, and Storybird features were understandable. Secondly, there were seven challenges namely bad internet connection, application errors, unfamiliar with the features, limited pictures, lack of technical support, need of high imagination, and inability to improve speaking and listening skills. Thirdly, in order to overcome those challenges, the researcher found five ways namely looking for a good internet connection, changing the password and refreshing the application, asking teachers and friends, doing self-study, and working in groups.

In conclusion, there were several advantages of Storybird that had been found by the researcher. In using Storybird, some problems must be anticipated by students so that they can apply strategies to overcome the challenges so that the teaching and learning process using Storybird can be successful.

Recommendation

For teachers. Based on the data that had been found, there were many advantages in using Storybird that can be considered by teachers to use it in teaching and learning in the classroom. Teachers are expected to be able to anticipate challenges experienced by students when using Storybird such as bad internet connections, unfamiliar features, and lack of technical support. Eventually, after reading this research the teachers are expected to provide a good internet connection, explain the features in the Storybird, and provide an appropriate time and place to learn Storybird.

For students. This research can help students to get a lot of new information about the advantages of Storybird, kinds of challenges and also how to overcome these problems. After knowing more challenges than the advantages of Storybird students can consider whether they want to use Storybird or not. By knowing how to overcome these challenges such as looking for a good internet connection, changing the password and refreshing the application, asking teachers and friends, doing self-study, and working in groups, students are suggested to implement them in class or outside the classroom when using Storybird.

For other researches. This research can inform other researchers to enrich the existing bulk of theory about the use of Storybird in English teaching and learning processes. The researcher suggests other researchers broaden future research in the scope of English teaching and learning by using Storybird. The researcher also expects other researchers to conduct research related to the

correlation between storybird and the ability to read and write for students with different methods.

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