THESIS

EXPLORING THE IMPLEMENTATION OF TEACHER-DRIVEN STORYBIRD APPLICATION IN COLLABORATIVE WRITING FOR EYL

By:

Andhika Cahya Suprana

NIM. 210107110039

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM MALANG STATE ISLAMIC UNIVERSITY

2025

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2025

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me

Malang, December 12th, 2025

The researcher,

Andhika Cahya Suprana

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APPROVAL SHEET

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LEGIMATION SHEET

Exploring The Implementation of Teacher-Driven Storybird Application in Collaborative Writing for EYL

THESIS

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Appendix : 4 (Four) Copies

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, technique, and after reading the students' thesis as follows:

Name	:	Andhika Cahya Suprana
Student ID Number	:	210107110039
Department	:	English Education Department
Thesis	:	Exploring The Implementation of Teacher-Driven Storybird Application in Collaborative Writing for EYL

Therefore, we believe that the thesis of Andhika Cahya Suprana has been approved by the advisor for further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

Malang, December 4th, 2025

Advisor,

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APPROVAL

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MOTTO

"Per aspera ad astra"

(Through hardships to the stars)

-Romulus-Quirinus

DEDICATION

This thesis is fondly dedicated to my beloved father, Mr. Imam Subhi Bagus Sosro Negoro with his steel-heart and will for supporting me in all way he can, truly, he is the man of steel himself. Also, my dear mother, Mrs. Nurjannah Wiji Asih for her limitless love, support, and sacrifice that made me feels grateful to have them as my first special person in my life. There are many things they do for me that even I have no enough words to express my gratitude, all I understand is your prayer and guidance has helped me a lot in the past years. Moreover, my dear little siblings, that made my day colorful and fun. My first younger brother, Azmi who has a unique nature, made my everyday life as tainted as painting, give distraction to my struggle. My second younger sister, Akifa who has the beauty of our mother, made my mind sharp as Zulfikar the sacred sword through her questions whenever she had trouble with her lesson. My third younger brother, Athaya with his creative mind as he made many hand-craft himself, was made me chuckle as he reminds me as my past, *"why am I not as creative as him back then"*. Last but not least, my cute and small fourth little brother, Arshaka who made me as active as himself in our home, his bothersome nature never made me bored at all. Not to forget, all thanks to my family and my dear friends who always helps me whether in happy or worse condition.

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All praise belongs to Allah SWT, the Most Compassionate and the Most Merciful, whose endless mercy and guidance have made completing this thesis possible. May peace and blessings always be upon the noble Prophet Muhammad SAW, who brought enlightenment and guidance for all mankind.

This thesis, entitled "Exploring The Implementation of Teacher-Driven Storybird Application in Collaborative Writing for EYL", is submitted as one of the requirements to obtain a Bachelor's Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

I fully realize that this work would not have been completed without the prayers, encouragement, and contributions of many parties. Therefore, I would like to express my deepest gratitude to:

1. Prof. Dr. Hj. Ilfi Nurdiana, M.Si, CAHRM, CRMP, the Rector of Maulana Malik Ibrahim State Islamic University Malang.

2. Dr. H. Muhammad Walid, MA, the Dean of the Faculty of Education and Teacher Training.

3. Maslihatul Bisriyah, M. TESOL, the Head of the English Education Department.

4. Dr. Alam Aji Putera, M.Pd, my advisor, for his guidance, patience, encouragement, and valuable suggestions while completing this thesis.

5. All lecturers of the English Education Department, for the knowledge and insights they have imparted throughout my years of study.

6. Mrs Rizka Nur Laila Safitri, S.S., the English teacher of MI Mambaul Ulum Sepanjang, kindly granted permission and support to conduct the research in her class.

7. All individuals whose names are not mentioned here one by one, yet whose prayers, encouragement, and support have been significant in completing this work.

8. Lastly, I am also grateful to myself for the persistence and determination shown throughout this challenging journey. Despite the many obstacles, I remained steadfast until the end, and I am truly thankful and proud.

I am fully aware that this thesis is far from perfect and still has room for improvement. Therefore, I sincerely welcome constructive feedback and suggestions for its refinement. Hopefully, this thesis may serve as a valuable contribution to readers and provide meaningful experiences and lessons for me personally.

Malang, December 12th, 2025

The researcher,

Andhika Cahya Suprana

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Dipthong Vocal

أَو	= aw
أَي	= ay
أُو	= ǔ
اِي	= ǐ

ABSTRACT

Andhika Cahya Suprana, 2025, Exploring The Implementation of Storybird Application in Collaborative Writing for EYL. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Alam Aji Putera, M.Pd.

Keywords: Storybird, Collaborative Writing, English Young Learners, Sociocultural Theory, ZPD, Teacher-Driven Learning.

The study examines the implementation of an approach encouraged by teachers to use digital storytelling platforms to facilitate collaborative writing activities for young English language learners (EYL) in a rural school in Indonesia, specifically in Sepanjang Gondanglegi. Based on Vygotsky's social and cultural theory, the study looked at how teacher scaffolding, classroom interactions, and the use of digital tools supported the writing development of sixth-grade students. By designing qualitative case studies, data is collected through classroom observations, semi-structured interviews with teachers, students and school principals, and documenting students' digital stories in the form of collaborative collaboration. The results show that the Storybird increases participation, idea generation and students' confidence, providing stimuli for a visual and interactive writing environment. Teacher mentoring plays a key role in shaping collaboration, managing classroom dynamics, and supporting students in Zone of Proximal Development (ZPD). Despite challenges such as limited digital competence and the need for careful students control by the teacher, the integration of history proves to be effective in fostering creativity, engagement, and collaborative learning. The study found that presenting digital stories with teachers' encouragement can be a useful strategy to enrich writing teaching for young learners, especially in a context where technology-based learning is still evolving.

ABSTRAK

Andhika Cahya Suprana, 2025, *Menjelajahi Implementasi Aplikasi Storybird dalam Menulis Kolaboratif untuk Pembelajar Bahasa Inggris Usia Dini*. Tesis. Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Alam Aji Putera, M.Pd.

Kata Kunci: Storybird, Menulis Kolaboratif, Pembelajar Bahasa Inggris Usia Dini, Teori Sosiokultural, ZPD, Pembelajaran Berbasis Guru.

Studi ini meneliti implementasi pendekatan yang didorong oleh guru untuk menggunakan platform bercerita digital guna memfasilitasi kegiatan menulis kolaboratif bagi pembelajar bahasa Inggris usia dini (EYL) di sebuah sekolah pedesaan di Indonesia, khususnya di Sepanjang Gondanglegi. Berdasarkan teori sosial dan budaya Vygotsky, studi ini mengamati bagaimana perancah guru, interaksi kelas, dan penggunaan alat digital mendukung perkembangan menulis siswa kelas enam. Dengan merancang studi kasus kualitatif, data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan guru, siswa, dan kepala sekolah, serta mendokumentasikan cerita digital siswa dalam bentuk kolaborasi. Hasil menunjukkan bahwa Storybird meningkatkan partisipasi, pembangkitan ide, dan kepercayaan diri siswa, serta memberikan stimulus untuk lingkungan menulis yang visual dan interaktif. Pendampingan guru memainkan peran kunci dalam membentuk kolaborasi, mengelola dinamika kelas, dan mendukung siswa dalam Zona Perkembangan Proksimal (ZPD). Terlepas dari tantangan seperti kompetensi digital yang terbatas dan kebutuhan akan kontrol siswa yang cermat oleh guru, integrasi sejarah terbukti efektif dalam menumbuhkan kreativitas, keterlibatan, dan pembelajaran kolaboratif. Studi tersebut menemukan bahwa menyajikan cerita digital dengan dorongan dari guru dapat menjadi strategi yang bermanfaat untuk memperkaya pengajaran menulis bagi peserta didik muda, terutama dalam konteks di mana pembelajaran berbasis teknologi masih berkembang.

خلاصة

أنديكا كاهيا سوبرانا، 2025، استكشاف تطبيق Storybird في الكتابة التعاونية لمتعلمي اللغة الإنجليزية في مرحلة الطفولة المبكرة. أطروحة. قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرف: د. علم أجي بوتيرا، ماجستير في التربية.

الكلمات المفتاحية Storybird: ، الكتابة التعاونية، متعلمو اللغة الإنجليزية في مرحلة الطفولة المبكرة، النظرية الاجتماعية الثقافية، منطقة النمو التقريبي، التعلم القائم على المعلم.

تتناول هذه الدراسة نهجًا تطبيقيًا بقيادة المعلمين لاستخدام منصة سرد القصص الرقمية لتيسير أنشطة الكتابة التعاونية لمتعلمي اللغة الإنجليزية في المراحل المبكرة في مدرسة ريفية بإندونيسيا، وتحديدًا في غوندانغليجي، سيبانجانغ. وبالاستناد إلى نظرية فيجوتسكي الاجتماعية والثقافية، تبحث الدراسة في كيفية دعم المعلمين، والتفاعلات الصفية، واستخدام الأدوات الرقمية لتطوير مهارات الكتابة لدى طلاب الصف السادس. ومن خلال تصميم دراسة حالة نوعية، جُمعت البيانات عبر ملاحظات صفية، ومقابلات شبه منظمة مع المعلمين والطلاب ومدير المدرسة، بالإضافة إلى توثيق سرد الطلاب القصصي الرقمي التعاوني. وتشير النتائج إلى أن منصة Storybird زادت من مشاركة الطلاب، وتوليد الأفكار، والثقة بالنفس، ووفرت حافزًا لبيئة كتابة بصرية وتفاعلية. وقد لعب دعم المعلمين دورًا محوريًا في تعزيز التعاون، وإدارة ديناميكيات الصف، ودعم الطلاب في منطقة نموهم القريب. وعلى الرغم من التحديات، مثل محدودية الكفاءة الرقمية والحاجة إلى إشراف دقيق من المعلمين، فقد أثبت دمج التاريخ فعاليته في تعزيز الإبداع، والمشاركة، والتعلم التعاوني. وجدت الدراسة أن تقديم سرد القصص الرقمية مع تشجيع المعلم يمكن أن يكون استراتيجية مفيدة لإثراء تعليم الكتابة للمتعلمين الصغار، لا سيما في السياقات التي لا يزال فيها التعلم القائم على التكنولوجيا قيد التطوير.

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CHAPTER I

INTRODUCTION

This section will cover the introduction of this research, which serves as knowledge before reading more deeply related to this research. This section will introduce the background of the phenomenon or information to be studied, the problem formulation, objectives, benefits and methods of preparing the paper.

1.1. **Background of the Study**

Many students feel it is hard to develop their ideas, not only when answering questions in the exam or exercise, but also when they write something such as essays, collaborative writing, reflection, and creative writing or story writing. Based on research conducted by Bulqiyah et al. (2021) found that many students are not interested and motivated in the writing class, and it's caused by their interest and lack of confidence when it comes to writing. In the interview section, some students are having a problem with their grammar and vocabulary. Also, some students have a difficulty to generate their ideas or thoughts when writing. This shows that students need something engaging to expand their imagination in order to broaden their thought. and make them feel confident with their writing. This notion also related to what the holy Qur'an says:

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامُ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَّا نَفِدَتْ كَلِمْتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ.

Meaning: "And if all trees that are on the earth were to be pens, and the ocean (converted into ink) is supported by seven seas following it, the words of Allah would not come to an end. Surely, Allah is Mighty, Wise." (QS. Luqman:27)

In this verse, the Qur'an use the earth and ocean as the metaphor of pen and ink, which shows the greatness and vastness of Allah's knowledge. Moreover, this verse also strengthens the idea of writing as a medium of expression and the spread of knowledge.

Following the spreading of knowledge throughout the world, with the accumulation of thoughts from many civilizations, resulting to rapid technology advancement in various fields. In this era, the use of technology in the implementation of language teaching would be really good and helpful, not only that, using technology will train people to adapt with the continuous technology development. Since children these days will mostly and surely interested in such kind of thing, the writer wanted to analyze about how to conclude a class language teaching and learning with the use of a technology, especially in writing session. Therefore, class management, content selection, and teacher's approach must be chosen wisely. According to Rospitasari and Rosyad (2024), the use of technology or digital tools can increase student's vocabulary acquisition, motivation, and self-confidence. Their research based on primary school that used to using gadgets such as iPads, tablets, and interactive whiteboards. This shows that with familiarizing people with technology will enhance their other ability as well, especially when they understand how to utilize it. Moreover, this study

reveals that the use of technology not only enhances language skills, it also makes learning in the class feels more engaging.

Technology has been a big game changer if you put it in some terms. Making many life occasions become easier, or complicated if you do not understand it well. Bibi and Atta (2024) stated that the role of technology in shaping the learning process has attracted greater attention in the ever-changing environment of artificial intelligence (AI) and its application in educational frameworks. Writing is usually considered as a method to convey thoughts or emotions in most writing classes. Although, writing also become the evidence that pupils have earned some particular grammatical rules rather than conveying their own thoughts. This can be considered an issue in many educational environments.

On the contrary, different issue could arise from another perspective. If the paragraph above explains how one can be good at grammatical terms and bad at conveying ideas, there are students that struggling at both. As stated by Tran and Ngo (2024), first-year English students usually have difficulty in writing complete paragraphs in English. They face some major problems in constructing sentences and developing paragraphs. Their writing problems arise when they are asked to create an English paragraph, even a simple one, because they do not know how to express their ideas correctly in English. It is seen that students who have low motivation to learn writing and have low English proficiency always have struggle in writing. This is a really bad example considering the subject of the research above is students in college. Therefore, strengthen student's writing

proficiency and how to develop ideas is crucial right now. Additionally, the help of technology in the learning will not only promoting their capability of writing, but also preparing for a better comprehension in the use and utilizing technology.

There are many tools that can help students in learning writing like Grammarly and ProWritingAid. nevertheless for particular activity such as story writing should be aligned with the audience being addressed, and in this occasion is students. One of the story writing tools that quite interesting is Storybird. Aminah and Syahputra (2023) explains that Storybird is a tool to assist learning process. It helps students with the use of images to help them interested in story. Furthermore, Storybird is good to use in group work, allowing other students to not only read their classmate story, but also giving feedback. It's good for teacher's use as well, as it's allowing them to give a point to assess it, or create a group to manage the flow of learning in the classroom. Moreover, Pujiani et al. (2022) explores how students act when they faced with the use of e-storybook in language learning, especially how they engage in the class. They found it interesting when students encountered with a new thing in their learning, which in this case is the use of e-storybook in storytelling. However, where and who the participants must be considered carefully thus affect the learning method, approach, and environmental adaptation. Additionally, it is recommended that the method that teacher use should be support student's cognitive, emotional, and physical development.

The implementation of a new tools in the class certainly will also need a good classroom management, it's crucial to create a proper environment to learn something new, especially when teaching a young learner. Additionally, language classes depend on student's participation and interaction for a better understanding and application. As Yunita et al. (2022) explained, the management of classroom is an essential aspect of teaching, particularly for English for Young Learners (EYL), it helps create a conducive atmosphere for students to actively contribute in the classroom. It is true that classroom management is crucial to create a good environment, but in EYL case it will be more challenging, considering the audience here is a child or in young age. Children has many unique characteristics when it comes to learning such as boredom, attention spans, and low concentration, but they also have a lot of curiosity, creativeness, and mostly active in terms of motion. Many teachers neglect the importance of classroom management, instead, they only focused on delivering the content or materials that exist in the syllabus. Nevertheless, learning is considered successful if students also obtain behavioral, emotional, and social engagement in their learning. Therefore, teachers are supposed to adapt their teaching strategies according to these aspects in order to develop a better understanding for young learners.

Young learners may have many unique behaviors, it's quite hard or rather tricky to handle them in the class. As a teacher, facing this matter was their everyday life, even so, not every teacher can understand their students well, a well-rounded strategy will be needed to carry out the learning

session. Talking about effective classroom management, Putra (2022) express the idea that suggest adapted learning environment to unique students is needed in order to create a conducive and effective learning in the classroom. His research shows that teachers in his case used various strategies such as arranging student's seats based on how the student's preferred learning styles and physical conditions, rolling system to keeps dynamics in classroom, and storytelling techniques to make learning more engaging. The point here is to boost student's interest in writing.

Classroom management require a teacher that has a vast sight about the situation within their classroom. Otherwise, the teacher can apply some method that suited in majority of situation and students' condition. Kholis and Hidayat (2024) explains that the instructional component of classroom management involves efforts made by the teacher to organize students into groups and seat them, control routines, schedule activities, organize and sequence tasks, provide instructions, provide feedback, and supervise students. On the other hand, the student behavior management dimension includes activities such as stopping, correcting, and redirecting undesirable student behavior and encouraging student self-regulation. This discussion narrows down the focus to the implementation of Round-Robin techniques in a writing class. It's quite unique since the implementation of Round-Robin mostly related with reading activity instead of writing.

Interestingly, the mixed use of technology (Storybird) and Round-Robin technique made it possible and doable in a big group or a class. It should also be noted that the implementation of both thing is also engaging

and fun while maintaining the focus of learning process. That statement is supported by Puspitasari et al. (2024) in their article that maintaining classroom discipline among energetic young learners is another ongoing struggle, especially when trying to create an environment that supports learning. To overcome this challenge, it is important that lessons are engaging and fun, as young learners thrive on dynamic and interactive activities. Additionally, Rizki & Lestari (2025) discuss about the round robin technique that has been effectively improves students' reading comprehension by actively involving them in the educational process, facilitating collaboration and exchange of ideas, and increasing their motivation and engagement. Utilizing the round robin strategy encourages students' creativity, improves the teaching environment, and increases students' motivation. Vice versa, the utilization of those steps can also be applied when the teacher uses Storybird in writing class.

Harnessing the technology for students in EYL stage will have a big impact on their thought and perspective, making it necessary for their growth. Eden et al. (2024) stated that technology integration in education is important for several reasons. It increases engagement and interaction in the learning process, as students are given the opportunity to explore concepts through multimedia resources, interactive simulations, and virtual environments. Moreover, the integration of technologies and learning will make students not only engaged in learning, but make them getting used to utilize technologies in a good way. In the case above, storytelling mentioned as one point to catch student's interest in learning. Therefore, the use of

tools such as e-story writing in writing class will give students many benefits as it said above. Here, Storybird offers many advantage such as boosting student's creativity and imagination, collaborative learning as the form of interaction in the class, growing student's confidence, increase the capacity of grammar and vocabulary, gain technology comprehension, and strengthen students motivation.

The main problem here is the students' writing skill that feel lacking of inspiration and imagination. Previous study related to the topic conducted by Shamsulbahri and Aziz (2020), investigating about how writing narrative text will be effective with the use of Storybird. They found the main problem of Malaysian students, in their six years of school (primary school) are still weak according to writing skill compared to other skills. They suggest that traditional teaching method, like a full-time talking teacher is not adequate enough in this era of digital anymore, and it should be adapted to a more updated method and technology. Therefore, the integration of teaching with technology should be implemented in order to make teaching and learning more engaging, fun and productive. The result of this study is satisfying, with the increase of student's language capability and creativity in writing, this outcome can be said successful. Exploring and trying other tools and methods is recommended for future research based on this research.

A good lesson is a remembered and used one, it will be useless if pupils didn't remember a thing after the class. One way to make this happen is either make students enjoy the class or being interested in the material, thus make their memory works well. Related research held by Ulfiantari and

Apriliaswati (2023), showing behavioral side of the students when doing a writing session in the class. Many of them didn't pay attention when the teacher is explaining. This, resulting to a worthless material delivery by the teacher, and even for teacher-students interaction in the class is not going well enough. Additionally, the use of old method, which is, many teachers still use, made students less interested in their class. However, after the application of Storybird in the class, students can be serious in learning while also be happy and enthusiastic in writing class. Moreover, their participation in the class is classified to be more active than before, indicating the interaction of students and teacher in the class is going better. Based on this article, it is recommended that teachers should utilize Storybird in a group activity to share a better understanding withing the use of the tools between students. Also, Teacher must consider carefully when managing the class for it's a new thing that they learn, more importantly is choosing activity that suits with student's preference.

Technology has become a product of current development, and a good choice to draw students' attention. However, the use of technology has its own problem and can be seen in many ways. Quite different problem from research above, as stated in Kazazoglu and Bilir's (2021) article, new technology in writing considered has a downside of its application. Some studies claims that computer makes writing lack of originality and imagination. Yet, this study denied that statement, as technology has many positive roles in gen Z's life, it also stated that technology and creativity are two connected aspects in their life. Following that, after the research was

carried out, it's found that the use of technology tool, in this case is Storybird, was successful. Students gain valuable experience through this learning, Storybird gives a real-life experience within the foreign language classroom condition. It also found that Students are likely to have a direct reader in front of them, as it can motivate and generating a real publishing environment.

Based on three related studies mentioned above, it can be said that the three of them mainly talks about the limitation of old methods or traditional way of teaching. It's considered as failed to attract student's attention inside a learning process, especially in writing class. The differences here, the first article focuses on enhancing student's writing skill and creativity. While, the second discusses student's habits in a writing class and classroom dynamics. On the other hand, the last research examining about the importance of technology to boost student's authenticity and creativity in writing. Finally, different from those study above, this research will be focused on how to create a sense of relying each other in students mind to create a more focused learning atmosphere and solidarity in a collaborative task. A teacher will manage the class in such a way, and students will then create a chain of story one into another. Not only it creates togetherness, creativity, and solidarity in class, students will most likely to work in group, especially to work in order and hopefully gives an amazing result.

1.2. Research Question

This study aims to address the following research question:

1. How is the implementation of teacher-driven storytelling with Storybird in writing class for EYL?

1.3. Research Objective

1. To analyze the teacher-driven storytelling implementation with the use of Storybird in writing class for EYL.

1.4. Scope and Limitation of The Study

This research is focused on the application of Storybird in writing class as a digital story writing tool, especially in EYL. The research will be specified to teachers who use Storybird as their media to teaching writing. Also, the education level as mentioned above is in EYL extent, and focused on 6th grade students. This research does not include any other platform of digital story writing tools nor investigate other school grade.

1.5. Significance of The Study

This research is intended to give a significant contribution for teacher who use or interested in the application of e-story writing tools in their classes, especially those who teach in EYL grade. Also, teachers could develop a new method of teaching following of the advancement of technology in this era. Back then, many teachers still use lecture in the class where teacher will speak a lot of the materials and students only listen to the teacher. With this research, hopefully, teachers can have a new insight according to teaching writing in their class.

1.6. Definition of Key Terms

To avoid misunderstanding and to provide clarity, the following key terms are defined as they are used in this study:

1. Teacher-Driven: A learning model which the teacher becomes the centre of command including initiating, guiding, and controlling the instructions in the class.

2. Writing: Refers to the process of expressing ideas, thoughts, or information in written form. In the context of English language learning, writing involves organizing words and sentences to communicate meaning clearly and accurately.

3. Collaborative writing: A writing activity done by two or more learners who work together to plan, draft, revise, and complete a written text. It allows students to share ideas, give feedback to one another, and build writing skills through group interaction and cooperation.

4. Storybird: An online platform that combines writing with visual storytelling. It provides users with a collection of art and illustrations to inspire creative stories, which can be written and published digitally. In this study, Storybird is used as a digital tool to support students in writing collaboratively.

CHAPTER II

LITERATURE REVIEW

The literature review will encompass pertinent theories applicable to the research, serving as a foundation for the examination and interpretation of the collected research data. The theories discussed will specifically relate to the variables under consideration in this study, tool named Storybird and collaborative writing. Furthermore, this section will introduce a research framework presented in the format of a concept map.

2.1. Writing

This point will explain the parts of writing which contain the definition of writing, parts of writing, and aspects of writing.

2.1.1. Definition of Writing

Writing is an act of delivering thoughts, ideas, and information usually in the form of written text in a paper, it can be used as a tool for transferring knowledge or even communicate with others. In this era, writing is defined widely in terms of rapid technological advancement, not only in a paper but also in many digital platforms. Among other language skills such as reading, speaking, and listening, writing has its own uniqueness. This skill can be considered a basis for other skills as it connects many media that used in other skills in a piece of paper or a writing. It bridges the idea into a scribble which result to a complete thought that can last long even more than centuries. Transferring one's ideas to another and

make a unity of knowledges that result in many branches of subjects into these days, and will keep evolving in the future.

Writing can be a difficult matter for some people since it requires complete focus in order to make their writing achieving the target. In other perspective, writing seen as a form of restraint as people has to sit for a long time and force themselves to think. Nevertheless, Peter Elbow share an interesting thought about writing, he discovered a freewriting method from his difficulties when writing back then. Freewriting offers a focused but flexible work, allowing not only helps unskilled and young writers but also professionals and skilled writers. In short, freewriting is a private and non-stop writing, pouring all words that comes in mind despite finding any errors. Allows young or new writers to write without worrying with their lack of skill or experience, and whether their writing is make sense or understandable. Nonetheless it brings risk within, leaving errors behind and writing continuously will give a burden in the end. However, this method is useful for writing exercise or for them who wants to receive the result immediately and correct it later.

Another researcher also has a similar idea as the description above, Almelhi (2021) believes that writing is a medium for communication, and it can be used as a tool to express one's opinions, ideas, and thoughts imaginatively as the writer's will. Instead, Anshu & Yeshuf (2022) explain that writing is an even more

important skill that people should have, apart from basic language skill in academic setting, it also useful in other area such as business. Implies that writing is really useful in social life and majority of profession in world. Additionally, Baresh (2022) states that writing is fundamental for learners since it's considered to have a role of communication in terms of education setting.

2.1.2. Types of Writing

According to Sakti (2022), he explained about three types of writing such as:

1) Informative

Types of writing that involves telling stories or event that walk through straight line or in a chronological order. The main purpose of this type is to entertain the reader and considered as a light read, where the reader's interest will be sustained. This kind of writing has many forms including imaginary tales to factual recount text, or even a mix of both. Additionally, informative type has wide range of styles such as fairy tales, mysteries, science fiction, romance, adventure, and many more genres that can be explored.

2) Expository

This type of writing aims to give an explanation and break down some complex information. It also make the reader to have a better understanding and connect the idea across the passage. The main purpose of expository is to elaborate a clear and accurate

information according to a topic and supported by evidence. It is designed to be organized in logical way so it will be easy for reader to understand the material presented.

3) Argumentative

Argumentative writing focuses on analyzing a problem and expressing a personal opinion or judgment about it. It aims to convince readers by providing reasons and evidence to support a specific point of view. This type of writing often includes both supporting points and opposing views to make the argument stronger. Common examples are essays, opinion pieces, and articles, where the writer organizes ideas clearly, uses reliable evidence, and appeals to the reader's logic or emotions. The main goal is to persuade readers to agree with or consider the writer's perspective.

2.1.3. Collaborative Writing

Collaborative writing is a method which students will have writing activity alongside with other people, it could be their peers, the teacher itself or even one class activity. Chanwaiwit et al. (2021) held a research regarding synchronus collaborative writing instruction, they define collaborative writing as an approach where participants work together throughout the entire writing process, including planning, generating ideas, deciding on the text structure, editing, and revising. It is viewed as a social and interactive activity grounded in sociocultural theory and the process-oriented approach. This method incorporates key concepts such as scaffolding, the zone

of proximal development, communities of practice, and activity theory. By engaging in collaborative writing, learners interact and support each other, helping to develop their writing skills, strategies, and interest, which are essential for their growth as language learners. This method emphasizes the social nature of writing, shifting away from the traditional idea of writing as a solitary task.

When it comes to practice in situations in everyday life, there are several elements to consider as a framework for co-creation. Lorelei (2021) explains what to think about when writing in a team, there are strategies that provide a useful framework for critically reflecting on the practice of team writing. First, It's important to consider the strategies that the team is currently employing and whether they are intentionally chosen based on the team's characteristics and the specific needs of the project, rather than just virtually. Pay attention to whether the group clearly discusses how work is organized, or whether it should follow the same approach every time without deliberate planning. It is also important that each strategy is implemented in a way that maximizes profits and minimizes challenges. In addition, you should consider the use of technology wisely to effectively support team writing activities.

On the other hand, collaborative writing has some advantages, while It is distinguished by its use in science. Fung (2010) stated that there are several features that adhere this type of writing including mutual interaction, in which learners actively

contribute and respond to each other; negotiation, as they clarify meaning and make decisions, cognitive conflict, which encourages deeper thinking through constructive disagreement; and shared expertise, in which members contribute their individual strengths to improve writing. Features that support this includes affective factors such as trust and respect that foster group harmony, it use of first language to aid understanding and development of ideas, backtracking to revisit and refine ideas, and humour, which helps maintain a relaxed and collaborative atmosphere.

Additionally, this type of writing has its own strength followed with the weakness. Stated by Herwiana (2021), collaborative writing and peer feedback offer several strengths in the EFL classroom. These strategies help students enrich their ideas, improve grammar and vocabulary, become more active, build confidence, develop cooperation, and enjoy the writing process. However, there are also disadvantages to be aware of. Some students struggle with misunderstandings, limited grammar knowledge, or passive behaviour. High-achieving students may prefer to work alone, while others feel restricted in expressing their ideas freely. Additionally, peer feedback may be ineffective when students lack the skills to provide accurate corrections.

2.2. Storybird

2.2.1. Definition of Storybird

Storybird is an online tool that provides many materials related to creative writing or reading activity. As stated by Fatah & Rahmawati (2023), Storybird is a media that can enhance student's reading capability with the use of many interesting contents inside, the more attractive the design the more students will be engaged and comprehend in learning. On the other hand, Gryz (2021) explained that Storybird is a free tool to create digital books, tales, or stories with pictures, especially for primary school students. In spite of that, the use of this platform is not limited to a group of ages as mentioned before, it could be used to more broader grade level. Considering that the low rate of student's digital literacy in Indonesia, the utilization of Storybird will bring a good impact. Stated by Azzahra et. al (2021) that the development of internet. in Indonesia has not followed with its digital literacy, and so the other literacy skills such as comprehension, evaluation, and responsibility of its use.
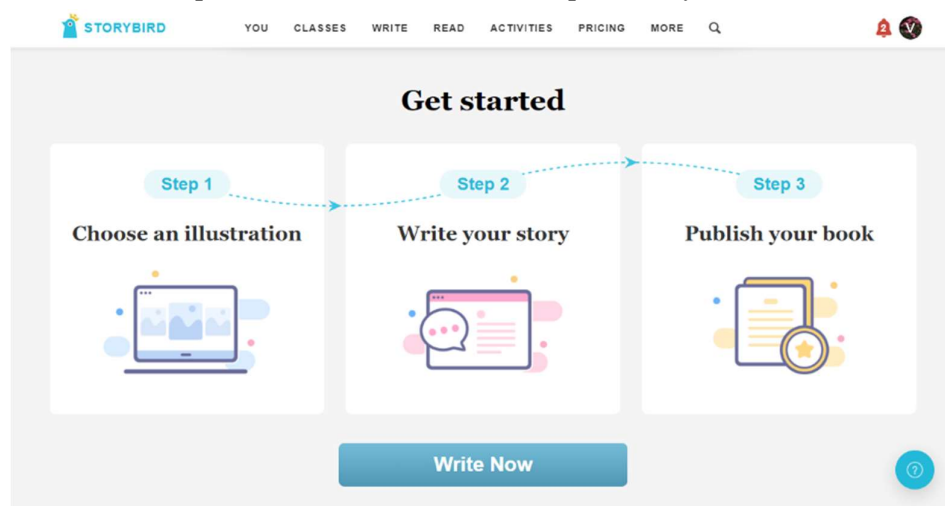
Image 2.1 Hompage of Storybird

Created by Mark Ury, it launched first in Canada 2010, with the expectation that users could utilize many imaginations within its platform to create unique stories. The idea is to boost reader and creator's interest with arts as inspiration and attractive storytelling. According to Aminah & Syahputra (2023), Storybird is very helpful in supporting student's learning session, provides with various images that make them as a part of the storyline. Creators or readers may feel like they can dive into the story, arrange images to fit the story as an author, or self-insert as the character of the story as reader, both are fun and interesting. Moreover, they also added an explanation, that motivation plays important role in writing development and performance, thus, for building student motivation, it depends on how teacher teach in teaching writing, implying the importance of teacher to hold the class wisely.

2.2.2. The Advantages of Storybird

There are several advantages from the use of Storybird tool as a media in writing class, such as:

1) Creative story sample

Storybird provides many useful and creative story sample from other authors that can be seen and used as a media in the class. This sample will be useful to foster new writers or even can be used to boost student's creativity and imagination by looking for other people's work.
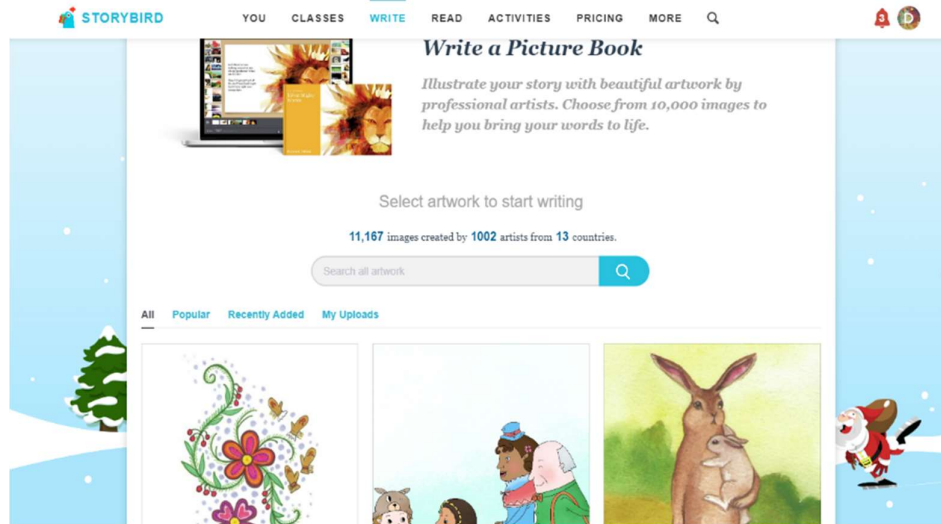
Image 2.2 Storybird's feature

2) Easy to use

Having an old tool doesn't mean it's unusable due to overused by teachers back then. In contrast, the use of Storybird in Indonesian school is rarely found. Also, it's really easy to utilize Storybird even for new users. Only by click the write option, voila, there are many templates that can be used as a basis for story that will be written.
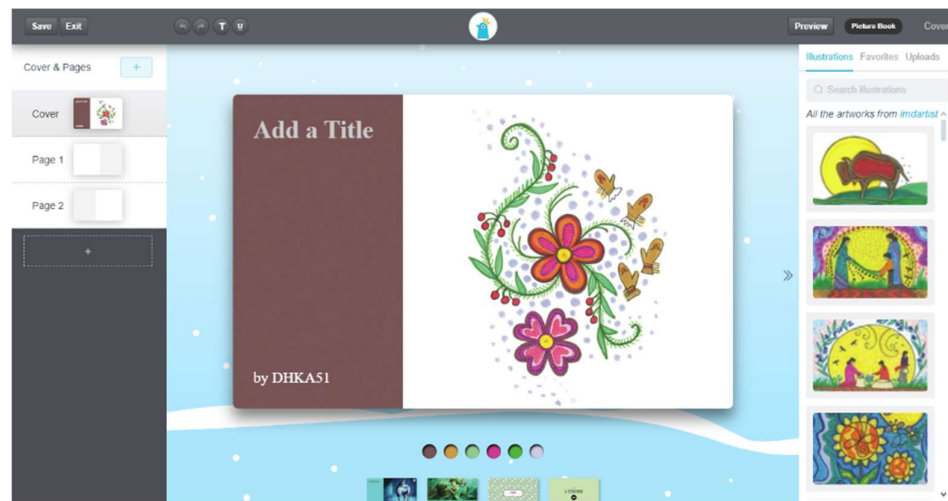
Image 2.3 Class feature

3) Create a collaborative task

Users can make a class and create a collaborative writing, allowing other people or students to enter the user's work to add or edit the progress. Here, students can enter the class by scanning the QR code or copy the sign link that given by the teacher, the default password for the class is 1234.
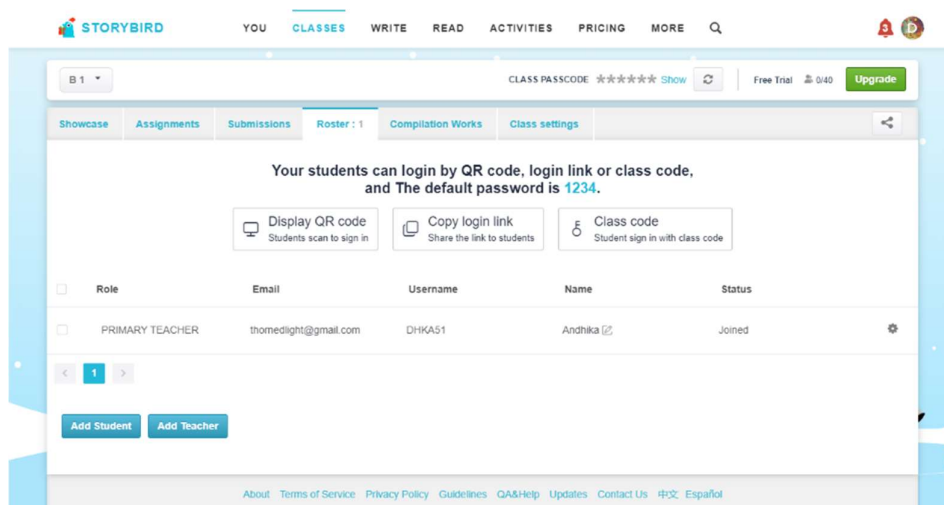
Image 2.4 Creating a class

4) Fostering language and literacy comprehension

Storybird also offers lesson and exercises according to language material. By click the activities button the users can found many interesting explanations for grammar, vocabulary, and narrative skills. By combining art and stories here making learning more engaging.
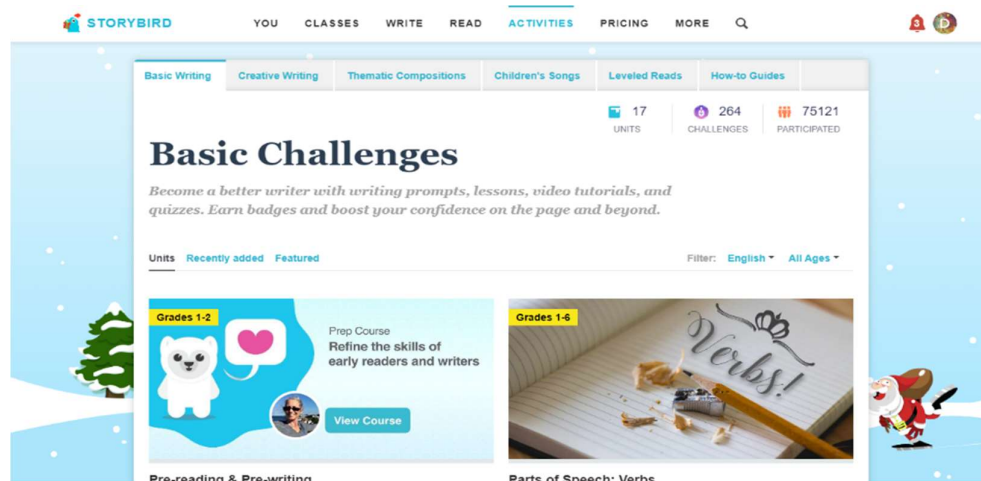
Image 2.5 Exercise feature

2.2.3. The Disadvantages of Storybird

Besides having many good benefits, Storybird also share some disadvantages that need to be considered as well, such as:

1. Visual limitation

Having many useful and unique artwork inside the tool and ready to use also bring a downfall along with it. Users cannot upload their own image into the tool, restricting writers to be free in their art.

2) Cost

To write a story in this tool is indeed can be done freely. Yet, the use of premium content such as illustrations, resources, and some of other user's stories can't be accessed.

3) Writing flexibility

Although Storybird provides numerous artwork and story samples, it's found that function itself may bring a disadvantage

in creative writing. One template can only be used in such one storyline, which limits the writer to a different scenario.

2.3. The Teaching of Writing Using Storybird

Storybird can be a solution for teachers who want to apply technology-based learning, especially for teaching in writing matter. As the name suggests, it's a story-based tool where the user can create a story using art and good for a task that need team work. Additionally, Storybird is a good tool for newcomers in writing world, not only for practice and exercise to write a story, Storybird also provides lessons to a basic writing skill through a video, story, or games.

2.3.1. Strategy of Using Storybird in Collaborative Writing

Teacher could use many ways of strategy which will support collaborative writing with the use of Storybird, especially in EYL class. For example, in this case the educator could apply scaffolding strategies with the support of the teacher itself and the use of ZPD. Another way, the educator could use collaborative learning strategies with pair and group writing, also the use of think-pair-share or role-playing will be a good idea since it nurtures not only their writing capabilities but also their communication and social skill. Another option is with the use of digital story telling itself as Storybird is that kind of apps. Here, the teacher could select images, genre, or type of stories to helps students in their writing, the teacher could also help the student to make

the mind map (starting, middle, and end of the story), additionally the use of Round Robin techniques which usually used as a model of reading class and here the researcher use it in writing class in a form of groups will be a big help and can pull students' interest since they know they're not working alone.

This class model is not really new at all, it's just there are many variations of it. Just as the main thought of Vygotsky's socio-cultural theory, Judge (1992) explains that this theory mainly focused on adult-child interaction which explains that learning is most effective when directed within a child's zone of proximal development (ZPD). This perspective tends to emphasize the role of adults in transferring culturally appropriate practices or surroundings' customs, giving the impression that development flows primarily toward adult models. However, studies also emphasize that children are not passive recipients, they actively contribute to the learning process by shaping the types of interactions that best support their needs. While adults provide guide and support, children also take part by sharing ideas and shaping the learning process. Learning then becomes a social activity where children gain knowledge and skills while actively creating their own

experiences. Deliver us to the type or learning model that used in this research.

Additionally, Alwasilah (2024) explains that in language learning, the experts inferred that the technological utilization can provide enormous benefits especially in the teaching of writing. She also explains that Storybird is a website that offers many artworks to support story writing activity, moreover, it's facilitating collaborative writing and without any age restriction. The use of Storybird in the class is relatively easy, there are several stages to be done by teachers when implementing the tool in class. First of all, this tool is mainly used in PC, it's possible to use it on phone but it will be displayed in desktop mode. Furthermore, these steps are likely use Round Robin strategy in order to handle students' doubt and encourage them as they work as one big project. The stages here including:

1. As a teacher, login to the Storybird website as an educator.
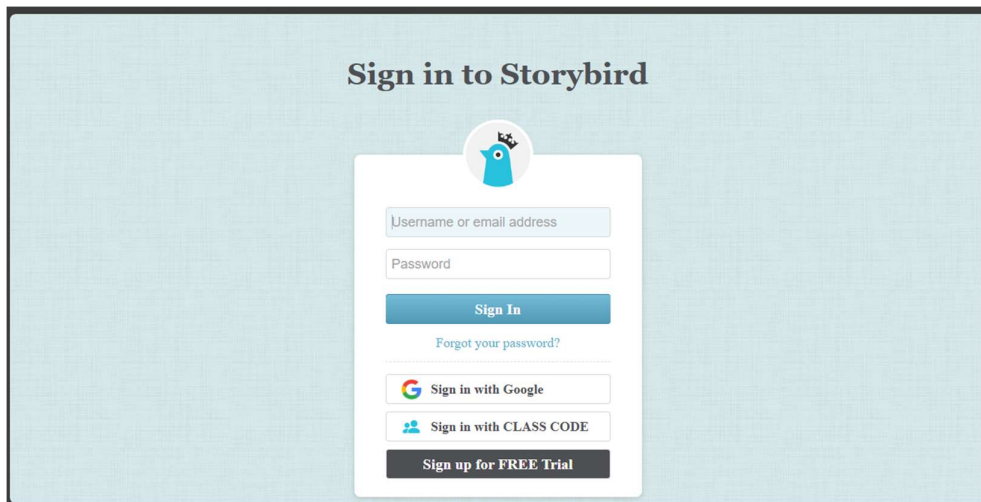
2. Make a class in the option above the website, and share the QR code

    or link to the students.
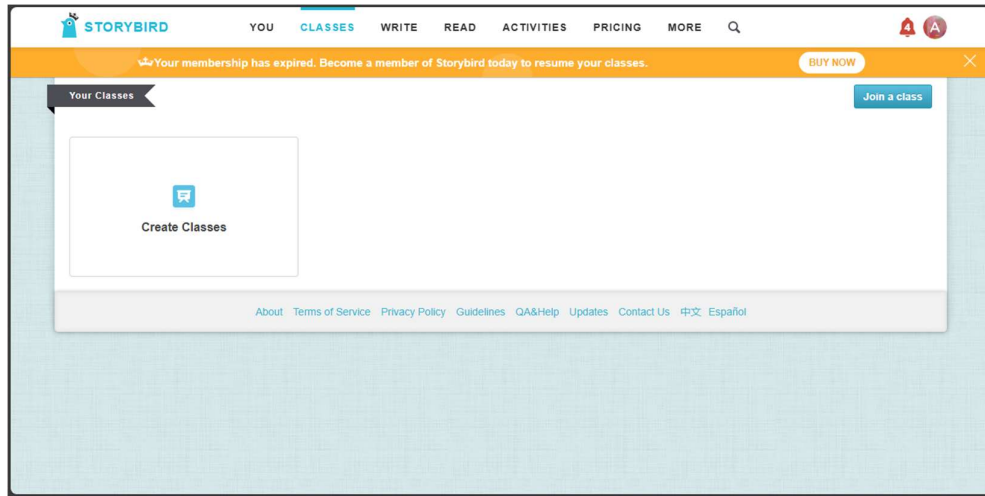
Image 2.7 Create Class

3. Choose whether to start writing by yourself or use other people's

    templates. There are many options of story type here such as picture

    book, comics, flash fiction, and poetry or you can make a story by

    pressing new book icon on the corner in the right.
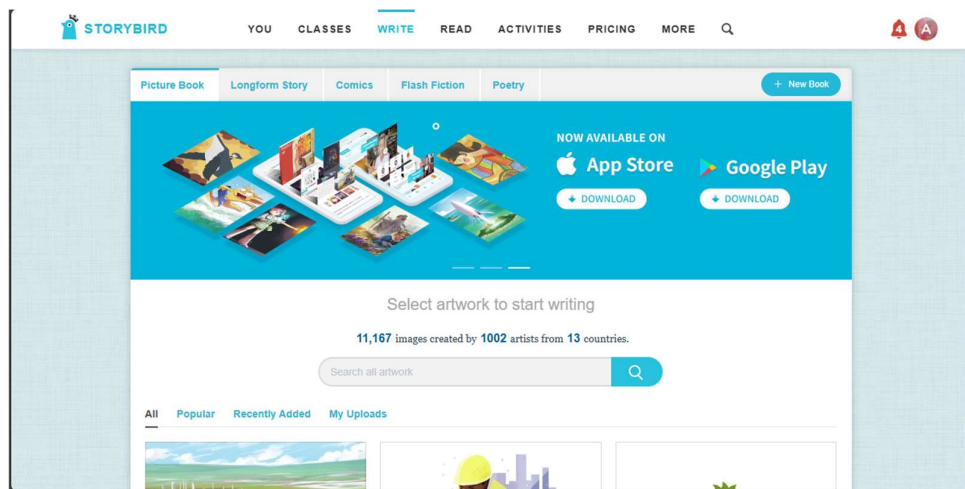
Image 2.8 Choose writing mode

4. Here, the task is to create a full story with the whole class member as a participant of the writer. Teacher will be the leader of the class where they drive the flow of the activity. Students will include their story by adding whether a full paragraph, a sentence, a background or images for each participant.
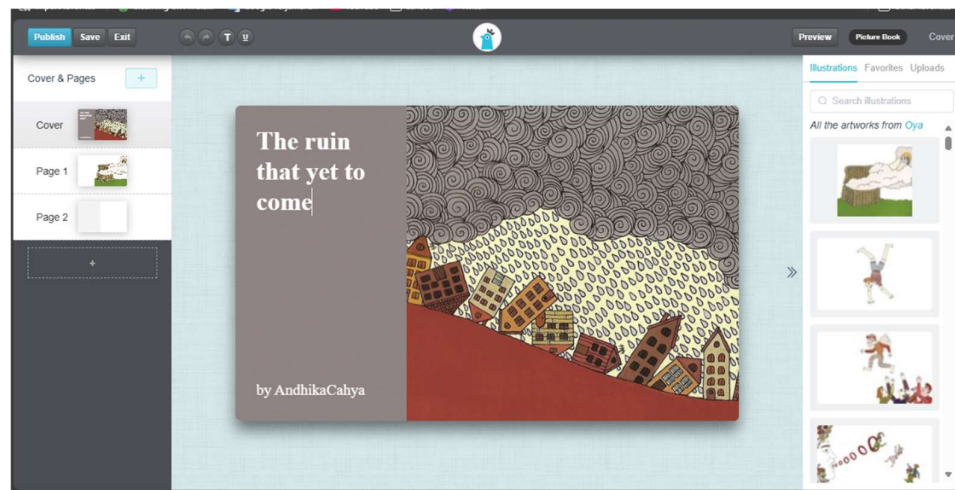
Image 2.9 Writing section

5. Start the collaborative writing with students. Here, it's not necessary for students to bring smartphone or using PC. If they don't bring any, teacher can arrange the students work by themselves.

6. Teacher could start the writing process with students one by one in seat order. Each student will create a sentence until they finish the order and make a complete story.

2.3.2. Vygotsky Sociocultural Theory

Vygotsky's theory of social culture suggests that human learning is primarily shaped by social and cultural processes. Vygotsky (1978) states that the use of medical tools, especially tools and signs, plays a key role in development because the tools act as channels of human influence on objects and are directed outwards, while signs act as tools of internal rules aimed at self-control. In this context, the functions of higher psychological development are seen as the history of the interaction between external tools and internal symbols. Another key concept is Zone of Proximal Development (ZPD) or the development zone, defined in Vygotsky (1978) as "the distance between the levels of true development determined by self-solving and the potential levels of development determined by problem-solving under the supervision of adults or in cooperation with more competent friends." This concept emphasizes that learning should be assessed not only in terms of what a student can do on their own, but also what they can achieve with support and cooperation. In ZPD, Most Knowledgeable Other (MKO) become crucial so that teachers or friends can provide tailored solutions to help students transcend their current skills. Wood (1998) supported this by noting that scaffolding must be gradually reduced as the learner's

knowledge and confidence grow, ensuring that support is adaptive rather than permanent. Thus, Vygotsky's perspective demonstrates that learning is mediated not only through cultural tools but also through interaction with others, making social collaboration and guided assistance essential elements in the development of higher cognitive skills.

2.3.3. Collaborative Learning Approach

Er, Dimitriadis, and Gašević (2020) Emphasize that peer feedback should be understood as a mutual educational activity, not a one-way one, where students become passive recipients. They point out that feedback becomes more effective during dialogue, which means that students actively participate in building meaning through dialogue with their peers. According to their framework, peer feedback begins with the planning and coordination of feedback activities, during which students collectively organize their goals and adjust expectations through mutual accountability. This continues through opinion discussions themselves, where friends interpret comments, question perspectives, and build a shared understanding through exploratory dialogue. Finally, the notes are translated into due participation, where students use the input of friends to improve their work and thus apply self-regulation. The author emphasizes that the

quality of dialogue determines the value of peer feedback, as valuable negotiation and discussion help transform feedback into practical learning. They also noted that peer dialogue can sometimes bring more than just feedback from the teacher, as it often uses easier language and encourages strong participation of equals. However, they caution that without careful design, peer opinions can lead to inconsistencies or misunderstandings, making clear structures and guidelines essential for coordinating perspectives, linking self-esteem to peer processes, and maintaining ongoing dialogue.

Haidir, Dollah, Basri, and Sakkir (2025) showed that the collaborative learning approach in Indonesian EFL classrooms significantly enhances students' speaking skills by building confidence, encouraging active participation, and improving comprehension. Students reported feeling more comfortable when working in small groups, as peer support reduced anxiety and allowed them to practice sentence structures more naturally. The study also indicated that collaborative learning enriches vocabulary use and fosters peer-assisted correction, which strengthens fluency. However, challenges such as unequal group participation, varying proficiency levels, and managing classroom dynamics were observed. To address these, teachers

implemented strategies like assigning roles within groups and integrating role-playing to encourage balanced interaction. Overall, the findings confirm that collaborative learning promotes a more interactive and motivating classroom environment, although its success depends on structured planning and teacher facilitation.

2.3.4. Project Based Learning

Project-Based Learning (PBL) has been widely recognized as an effective approach to language education because it engages students in meaningful tasks that culminate in authentic products, while simultaneously fostering critical thinking, creativity, and collaboration. Cujbă and Pifarré (2024) Emphasizing that students can connect classroom learning to real-world context through technology-enriched and data-driven projects, which increases motivation and effective engagement. In terms of English language acquisition, the Office gives students the opportunity to practice macro skills, as the project requires them to combine reading, writing, speaking, and listening to achieve the same goal. Omar and Kamaruzaman (2025) further highlighted the introduction to AI that maximizes its potential by providing feedback, supporting adaptive learning, and simulating real-world communication supported by the team. These tools make the project's work

more personalized and interactive, and student development is used in both languages and skills such as collaboration and problem-solving. While challenges remain—such as unbalanced participation in group projects, increased risk of reliance on AI, and the need for teacher education in both studies have shown that PBL, especially when combined with new technologies, can significantly enrich language education by increasing student engagement and beliefs and applying language more deeply in its original context.

2.3.5. Learning Technique

When designing effective learning techniques for young learners, recent research highlights the importance of incorporating digital tools and inquiry-based teaching methods into storytelling practice. Cheung (2021), who found that memorizing story writing with tools like Google Chip not only motivates students but also makes it easier to collaborate when writing drafts, reviewing, and publishing their stories, noting that "writing processes and the availability of educational tools are the foundation for effective storytelling practices for young learners." Similarly, Hawkins, Martin, and Cooper (2019) highlighted the value of inquiry-driven and field-based approaches for preparing writing teachers, stressing that immersion in genres, collaboration, and feedback cycles deepen students'

understanding of writing as a process and allow teachers to scaffold learning effectively. Conducted together, this study supports the teacher-led storytelling process as the main technique, where the teacher models and directs the story-making process, while complementary techniques such as group discussions, collaborative storytelling, role division, and peer notes give students structured opportunities for interaction, shared responsibility, and writing improvement. By combining teacher education with collaboration between students, these techniques provide both guidance and autonomy, and are also in line with the socio-cultural perspective of learning.

2.4. Previous Study

To help with discussions about implementing storytelling in English lessons for young learners, previous research provides important context and rationale. The study focused on how bird stories are used in educational settings, their impact on motivation and writing skills, and how they integrated into the development of digital skills, especially in the context of EYL (English for Young Students). The first study by Shamsulbahri and Aziz (2020), this study points to the use of Storybirds to develop narrative writing skills in students. When conducted with a high school student, the finding suggests that the bird in the story significantly increases the student's performance in the narrative. Through pre- and post-exam exams, students showed better control over narrative structure, vocabulary, and creativity.

The researchers concluded that the visuals in storytelling help students create ideas more easily and make the whole process more interesting and meaningful. This study supports the latest research by highlighting that the story of birds not only helps improve writing skills but also encourages creativity wich is a key aspect when teaching young students to write.

The second study comes from Ulfiantari and Apriliaswati (2023) included studies in the works category Learning to use the Storybird platform to increase the student's interest in writing that can know the text. A study conducted with eighth-grade students at Aponte SMPN suggested that the bird's story strongly influenced students' participation, motivations, and beliefs. Multiple metrics are used, including interest, readiness, engagement, and fun. The results suggest that Storybird not only improved students' writing quality from an average score of 72.18 in the first cycle to 80.03 in the second cycle , it's also changed their behavior in the classroom. Students become more motivated, more engaged, and less afraid of making mistakes, thanks to the qualities of setting rules and stimulating the visual arts. The study agrees with the research because it highlights the stimulating aspects of fiction and highlights that difficulties in it – such as direct feedback, interesting images or a publication system – can facilitate writing to understand and engage young learners. This also supports Vygotsky's theory, where motivation and scaffolding (in this case, digital scaffolding) help students go beyond their current capabilities in the Zone of Proximal Development (ZPD).

The last study is from Kazazoğlu and Bilir (2021), in a form of qualitative case studies, their work is to examine how high school students in Turkey experience the bird of the story in English writing classes. The study found that the bird in the story had a positive effect on students' perception of English handwriting. Before using the bird with a story, most students were stressed and lacked confidence in their writing skills. However, when they join the platform, they express pride in their published narratives and show noticeable changes in more positive attitudes. What stands out about this study is the real-life engagement factor. The process of publishing their work and receiving feedback from others gives students a sense of authorship and audience. Not only does it validate their efforts, but it is directly linked to the socio-cultural concept of learning through meaningful social interaction. Research highlights the importance of engaging real audiences and weaving feedback into the writing process, which is an important argument in my research on the use of teacher-induced storytelling.

Based on the gaps identified above, the novelty of this research lies in its focus on teacher-driven collaborative writing using the Storybird platform for young learners in a rural school context, viewed through the lens of Vygotsky's sociocultural theory. Unlike previous studies, this research does not only observe outcomes like writing scores or student motivation—it specifically examines how a teacher facilitates collaboration, how students interact socially during the writing process, and how digital

tools like Storybird support the development of writing skills within the Zone of Proximal Development (ZPD).

Additionally, previous research needed in this work is added up to seven more researches in total of ten in the end, so that the result build more evident later. Moreover, this adding also works as the comparator for this research for whatever exist or had been done in other research in past five years to support this research's novelty. Starting from Tias et al (2024) they explore the use of Storybird with retelling techniques to improve students' reading comprehension. Through interviews, observations, and reflections with seventh-grade students, the research findings revealed that Storybird's visual and interactive features increased engagement, motivation, and comprehension, while also encouraging creativity, summarization skills, and collaborative learning. This study highlights Storybird's potential as a digital storytelling tool to enrich literacy learning and develop critical thinking. However, while this study confirms Storybird's effectiveness in retelling for reading comprehension, there remains a gap in examining its role in other literacy skills such as collaborative writing, which this study addresses by focusing on teacher-driven use of Storybird in an EYL (young learners) writing context.

Taken from a research that comparing post-test results between the experimental and control groups in exploring how digital storytelling platforms can improve students' writing skills, several researchers have focused on integrating Storybird into the classroom context. Here, Amalia and Aminin (2022) held a true experimental study investigating the

application of Storybird in writing recount texts among tenth-grade students in Surabaya. The results showed a significant improvement in students' writing performance when Storybird was implemented, indicating that its visual and interactive features support idea generation, organization, and motivation. Although this study demonstrated the effectiveness of Storybird in writing in senior high school, particularly recount texts, it did not address how Storybird can be integrated into collaborative writing for younger students. This creates a gap that this study aims to fill by exploring the teacher-driven use of Storybird in EYL collaborative writing classes, guided by Vygotsky's sociocultural perspective.

Other studies have examined the use of Storybird in higher education settings, specifically for developing freewriting skills. Köroğlu (2023) conducted an action research study to explore Storybird's effectiveness in improving freewriting skills among 54 pre-service EFL teachers in Turkey. During a four-week treatment, participants engaged in digital freewriting tasks using Storybird and then reflected through interviews and observations. The study findings revealed that Storybird was perceived as user-friendly, motivating, colorful, and fun, supporting learners in generating ideas and fostering creativity. Learners also expressed a willingness to use Storybird in their future teaching careers. While this study highlighted Storybird's potential in individual pre-writing and freewriting practices, it did not address its integration into teacher-driven collaborative writing with younger learners. Therefore, this study extends this research by investigating how Storybird can support EYL collaborative

writing under teacher scaffolding, an area that remains underexplored in previous research.

Focusing on enhancing reading skill another research has also focused on Storybird's potential to support reading comprehension in secondary schools. Nurdiani and Hadi (2025) conducted a quantitative pre-experimental study to examine the effect of Storybird on ninth-grade students' reading comprehension of narrative texts at SMP Negeri 3 Tangerang Selatan. Using a single-group pretest-posttest design with 47 students, the results showed a significant increase in comprehension, with the mean score increasing from 65.11 to 84.09 and a large effect size ($\eta^2 = 0.85$). The study concluded that Storybird's combination of text and visuals effectively improved students' reading comprehension and motivation. While this study confirmed the tool's usefulness in reading comprehension at the junior secondary school level, it did not explore its application in writing, specifically collaborative writing for young learners. Instead, this study focused on the teacher-driven use of Storybird in EYL collaborative writing, addressing the gap in how digital storytelling can support writing development under sociocultural guidance.

In addition to research on reading comprehension, several studies have examined how Storybird can improve students' writing skills across various genres. Fitriana et al (2025) conducted a quantitative pre-experimental study to assess the effectiveness of Storybird in teaching descriptive writing to tenth-grade students at SMAN 2 Sekayam. Involving 28 students, the study employed a single-group pretest-posttest design that

assessed five aspects of writing: content, organization, vocabulary, grammar, and mechanics. The results showed significant improvement, with the mean score increasing from 61.25 to 85.44 and an effect size of 1.00, categorized as medium. These findings suggest that Storybird's visual and interactive features contribute to students' ability to generate ideas, expand vocabulary, and improve grammatical accuracy. While this study demonstrated the usefulness of Storybird in descriptive writing at the high school level, it did not investigate its application in collaborative writing with younger learners. The current study seeks to fill this gap by focusing on the teacher-driven use of Storybird in EYL collaborative writing, integrating sociocultural scaffolding as part of the process.

In addition to classroom-based experiments, researchers have also investigated students' perceptions of writing creativity through digital storytelling platforms. Sujiatmoko and Puspita (2024) investigated students' perceptions of writing creativity using Storybird through a quantitative descriptive survey of 60 university students in Malang. Using a questionnaire, the study found that students perceived Storybird as a valuable tool for enhancing writing creativity, particularly through flexibility, originality, and curiosity. They reported that Storybird helped them generate new ideas, use varied grammatical structures, improve vocabulary mastery, and structure their writing more effectively, particularly when writing about environmental themes. This study emphasized the importance of creativity in supporting writing performance and recommended Storybird for English as a Foreign Language (EFL)

classrooms. Although the findings demonstrated Storybird's potential to foster creativity and individual writing performance, this study did not explore its use in teacher-driven collaborative writing with young students. This study addresses this gap by examining how Storybird can be integrated into EFL collaborative writing within a sociocultural framework where teacher scaffolding plays a central role.

Other relevant research has addressed the role of digital storytelling in early childhood education. Rodriguez et al. (2022) examined the tools, activity types, and story themes most appropriate for preschool students by analyzing the work of 136 pre-service preschool teachers. These teachers were asked to create original digital story materials and design activities tailored to specific preschool age groups (ages 3–5). The results showed that the most frequently used tools supported the integration of dialogue within stories; the most popular activities were reading comprehension for 4- and 5-year-olds, and picture-based tasks such as matching or sequencing for 3-year-olds. Common themes included animals and pets for older preschoolers and friendship for the youngest group. This research highlights how digital storytelling can prepare pre-service teachers to design age-appropriate and engaging activities for young learners. However, while emphasizing teacher training in creating digital stories for preschool education, this research did not explore how these tools functioned in teacher-driven collaborative writing tasks with elementary school-aged learners. The current research addresses this gap by investigating how Storybird can be implemented in EYL collaborative writing, framed by

sociocultural scaffolding. In summary, previous studies have demonstrated the effectiveness of Storybird and other digital storytelling tools in improving reading comprehension, individual writing skills, creativity, and learning motivation across various educational levels. However, most of these studies focused on older learners, individual writing assignments, or pre-service teacher training, leaving a gap in research on how Storybird can be integrated into teacher-driven collaborative writing for young learners. To address this, this study investigates the implementation of Storybird in an EYL collaborative writing classroom, highlighting the role of teachers in constructing the process within a sociocultural framework.

CHAPTER III

RESEARCH METHODOLOGY

In this section explains the research design, subject of the research, research instrument, data collection technique, and data analysis in this research.

3.1. Research Design

This research is focused in obtaining information regarding teacher-lead learning in implementing Storybird application for writing class at MI Mambaul Ulum Sepanjang. Specifically, the researcher used qualitative method to describe the ongoing process and the result that will be provided from its learning. As stated by Adeniran and Tayo (2024), the beauty of any research is the reproduction or replication of similar research based on a clearly defined methodology. Anyhow, qualitative research method design is divided in five categories such as narrative, ethnography, grounded theory, case study, and phenomenological. Following its writing, this research is included in case study research design. Concentrated on participants that were involved in the learning including events, activity, and sentiments that showed within certain environment. As the teacher becomes the mastermind at the class and students become the performer of the lesson, this is a good discussion for case study research design as it's exploring the occurrence within real life. The researcher will observe these learning sections as it is and as natural as possible and analysis to support the result afterwards. Final point, which also important, the research is conducted on August 21st to 23rd, in total of three days. These days selection none other than to prepare all the material and medium on the first day, the full

implementation on the second day, which will take all three classes on 6th grade, and the last day to gain the interview data.

3.2. Subject of The Research

As mentioned from explanation above, this research is focused on EYL class, which is why the researcher takes MI Mambaul Uulum Sepanjang as the main sample of this research. Short background about this school, it's not as advanced as other school in urban city and located in the village. It will be a good sample as this research will investigate the case as natural as possible and take rural school, where, as we understand commonly, it is not likely to use technology as in the urban city. The implementation of technology such as Storybird here is something unusual or rather satisfactory considering it is something new and infrequently implemented even by other teachers within the school.

The main reason why the researcher choose this school as the subject of this research nothing else is because there is a teacher who implement this kind of tool. Additionally, students here are considered as easy to arrange and set up because discipline is a thing that has been taught here in every new academic year. That activity resulting to adaptable students to new things especially in this matter, a new way of learning with the use of Storybird. Specifically, the researcher choose the 6th grade students as an observation material. The reason behind this, is students at this grade is in age around 11-12 years old and starting to enter teenage period. Based on Sriyanto and Sutrisno (2022), this period is a transition phase for students between understanding materials in mother tongue and receiving materials

in foreign language, to reach a cultured and civilized person level. They also stated that development follows a certain pattern or direction, meaning that development occurs regularly so that the results of development from the previous stage are prerequisites for further development.

3.3. Research Instrument

In order to collect the data research instrument will be needed as a support and strengthen the research. Furthermore, this tool also works as evidence for researcher that their research has been done and showed a result. As stated by Brimingham and Wilkinson (2003) in their book, research instrument works in several ways, first is controlled by the researcher itself or researcher-led which makes the researcher has a full control regarding questions, order, and responses within the research. The second is participants-led, where the participants have their freedom and the research will be controlled by their act. Finally, the last is mixed, the progress of the research will be depending on which side is dominant, it's either the researcher will lead the progress or the participants will have strong desire and decide their own progress.

However, this research applied a qualitative type of method, and as commonly known has a few instruments to support the research. Muzari, et al. (2022) explained several instruments in qualitative research such as interview, observation, focus group, and document analysis. In fact, qualitative research has the natural setting as the direct source of data. It is concerned with lived and real-life experiences and situations as they are created in the day-to-day course of events. This, resulting for the researcher

to just choose interview & observation as the research instrument and documentation to support both, and will work to strengthen the evidence of the research. The Researcher made three interview sections including questions for teacher, students, and headmaster as those three aspects is deeply related to this implementation. The researcher also made a observation table with check list following with the written details, and audio recording along with video recording of the research implementation.

3.3.1. Observation

This section is carried out within 1-2 observation phase. The writer held the observation on August 21st 2025 in MI Mambaul Ulum Sepanjang specifically with 6th grade students. Within the total of three classes, and students around 27-30 member for each class. In order to determine what difficulty teacher and students faced in the real-life scenario, this step must be included as the research instrument. Here, the researcher act as observer and see everything related to the process in the class. Moreover, the researcher is investigating and understanding every step, process, struggle, positive & negative from the implementation of Storybird in the class.

3.3.2. Interview

Besides of the observation which conducted by the researcher, the second instrument here is interview which held on 23rd August or the las day of the research. First of all,

interview is held with the teacher, which is in this matter, only one teacher is interviewed as she is the only teacher that ever use Storybird in her learning. Although, this has been done before the implementation to ensure teacher's readiness or preparation. Afterwards, interviewing students to find out their impression after the implementation of Storybird in the class. Last, interview with the headmaster is held after all those research activities are finished, this is as the headmaster himself requested to also monitor how was the learning in this school runs. Those actions are needed; none other than for measuring what's the implementation feels like in every sides. Supported by Sukawati (2023) the characteristics of structured interview is, they are based on question structures that has been determined, which, will be the same around one respondent to another. However, this interview will be held on April in the same date following with the observation section.

3.3.3. Documentation

As an addition, documentation will be needed beside observation and interview as the supporting instrument, this is in order to obtain more evidence that the research or the implementation has been done. The documentation itself is held on 21st to 23rd August to capture all the activity done by the researcher. Also, documentation is carried out in the form

of paper both with checklist and answers from the respondents. Moreover, the documentation through audio and photos will be applied because it's strengthening all other instruments as well as make the result more legitimate.

3.4. Data collection

This study used three main techniques to collect data: observation, interview, and documentation. These methods were chosen to allow for triangulation and to ensure a rich and in-depth understanding of how the Storybird platform was implemented in the classroom context. The research was conducted at MI Mambaul Ulum Sepanjang, specifically involving 6th grade students as the participants. Observation was used to directly examine the teaching and learning process as the teacher introduced and facilitated collaborative writing activities using Storybird. The focus of the observation was on several key aspects: how the teacher managed the digital platform and organized the classroom activities, how the students responded and participated in the process, the quality of collaboration among peers, and any spontaneous reactions or challenges that emerged during the sessions. Observations were recorded using structured checklists and supported by detailed field notes taken during each session.

In addition to observation, interviews were conducted to gather deeper insights from various perspectives. Three groups of respondents were interviewed: the teacher, the students, and the school headmaster. The teacher was interviewed to explore how Storybird was aligned with the school syllabus and learning objectives, and how it supported collaborative

writing in the classroom. Interviews with students were conducted to understand their experiences, responses, and difficulties in using Storybird as part of their writing tasks. Meanwhile, the interview with the headmaster provide a broader institutional perspective, particularly regarding the school's stance on digital tool integration and its relevance to the current curriculum. The interviews were semi-structured, allowing for open-ended responses while still guiding the discussion with predetermined themes.

The third data collection technique was documentation. This included collecting students' written outputs that were collaboratively created using the Storybird platform. These digital stories served as direct evidence of the students' writing process and outcomes. Additional documentation included photos and videos of classroom activities, which visually captured student engagement and teacher facilitation. Observation forms and checklists completed during each session were also kept as supporting documents. Altogether, the documentation provided tangible proof to support the observational and interview data, strengthening the credibility and depth of the research findings.

3.5. Data Analysis

In this section the Researcher attend to the school first to gather the data. This statement is supported by Adeniran & Tayo (2024) that says case study data demands occurrence, activity, and expression from the target that appear within certain event. This can only mean that the Researcher itself must witness the field facts in order to make the data analysis. Additionally,

the data analysis will be divided into three parts such as data reduction, data display, and conclusion.

1. Data Reduction

   This part will be focused on sorting the data that has been obtained. Here, the Researcher will select important things related to the process and the result that is in accordance with the research purpose. This step will help the Researcher to summarize the important data and keep stick to the research purpose.

2. Data Display

   After data has been reduced and leaving only the data related to the research, the next part is data displaying. This part will present the data in a form of description and charts. Conveying data like this will make the result easier to understand, and bring a better conclusion over a clear and simple explanation.

3. Conclusion

   The last part of data analysis is conclusion, where the Writer has come to resolution of the research. In this part the questions asked from the research question should be answered as the data has been gathered and explained. The question mentioned above including "How is the implementation of teacher-driven storytelling with Storybird in writing class for EYL?"

3.6. Data Validity

To ensure the validity of the data in this research, Data Triangulation is used. Data Triangulation involves collecting information from multiple sources to cross-check and confirm the findings, these sources are teacher, students, and the observer. Data triangulation works as an amplifier in the research as it's finding out the truth or flaws within the research through three different sources. In this research, data is gathered through observation, interviews, and documentation. By observing the classroom activities, interviewing both the students and the teacher, and collecting supporting materials such as videos, audios, and pictures, the researcher can compare and verify the consistency of the information obtained. This approach helps to provide a comprehensive view of the implementation of Storybird and its impact on the students' writing learning process. Using Data Triangulation increases the credibility and reliability of the findings, as the data is validated from different perspectives and sources. This method ensures that the conclusions drawn from the research are accurate and trustworthy.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists the findings and discussion of the implementation of teacher-driven Storybird application in the class along with the use of collaborative writing for EYL.

4.1. Findings

The findings will display the results gathered from the research that held in the MI Mambaul Ulum Sepanjang focusing on 6th grade students. Results presented here are including classroom observation, interview with students, also the documentation related to the implementation of the teacher-based Storybird application in collaborative writing activities in the class. This part focused to show a clear picture on how to apply learning condition using Storybird within the teacher's instruction. To make things clear, here the data will be spread in several important code such as teacher (T), students (s), and headmaster (H). As it's said in the chapter three, the teacher here is only one person which has used Storybird before, around 27-30 students for each class, and the current Headmaster which responsible for the school's direction. All those three are also responsible for the progress of this research as the main source of findings.

4.1.1   The Implementation of Storybird in Collaborative Writing

The first finding explains about how Storybird implemented in the class, of course with the help of teacher as the main brain or leader here. First of all, the main reason why the teacher works as

the head of this learning is none other than to handle the flow of the class. Reminder that the subject of this research is 6th grade students that included as EYL, which are in the range of 11-12 years old. However, the data were collected through real-time classroom observation, students following with teacher interview, and last is evaluation. Furthermore, this part will be divided into three topics such as planning, implementation, and evaluation.

4.1.1.1 Planning Stage

Based on the observation, the teacher here still used Kurikulum 2013 as the basic design for learning aka lesson plan. The use of this curriculum is also with the approval of the principal as stated in the interview section with him, he stated that this school is on the transition phase, nevertheless, he admitted that the change of curriculum is not that significant, so the use of current curriculum would be sufficient.

"This school will ensure that our curriculum design cohere with recent national standard. This is done with shifting the teachers and staffs' mental framework in order to accpeting the new changes on our curriculum, especially when new regulation has occurred such as we're moving from KTSP to K13, it's followed by Kurikulum Merdeka, and lately it's been issued that the newest is Kurikulm Cinta. This approach is not to eliminate preceeding curriculum entirely,

but to polish and adapt our work gradually" (H, interview, 21ˢᵗ August 2025)

Despite that, the school is highly open to the use of technology as the principal said in the interview section. In this stage, the teacher preparing the lesson plan with the help of the researcher. The reason behind this is because the teacher only used Storybird in ice breaking session in the class and not in the full of actual lesson implementation. Moreover, this collaboration is to match with what teacher wants, students need, while also in line with the latest research regarding to the use of Storybird. As a result, instead of using past or regular lesson plan, the teacher decided to make a new one based on this collaboration. She stated,

"So, in developing lesson plan, I add some activites that require students to involve themselves inside the learning flow itself such as choosing images, prompt, and design in Storybird. Furthermore, I adjust some time allocation in order to fit with what students will do such as group-taking turn, discussion, etc. In conclusion, these changes is done to match or adjust with the new method we'll face in the lesson and to be more dynamic depends on how students progressed" (T, interview, 21ˢᵗ August 2025)

In response of that condition, the lesson plan consists of three parts, still as usual, this includes opening, core activities, and closing. The opening part focusing on elaborate the app use and how to write story properly later, here the teacher also giving the story example, which part, and things to pay attention in the writing progress, this section ended with the students in making the genre decision in their story. Second is the core activities, that cover the students to divide into five major groups, with each group will decide their role in the story making process, so there are no idle students inside the group. This second part is also very important as it's the main lesson here and the emphasized moment in order to make the students capture the material or what teacher intended well. Still in the second stage, it depends on what role students assigned they will work on their field e.g. image sorter, writer, theme/ideas, corrector, etc. all within the teacher's supervision. The last stage, closing, is quite short as the teacher reflects what they do in today's lesson, confirming or asking students in which part they feel it's challenging or difficult, and giving feedback through the vision of teacher.

4.1.1.2 Implementation Stage

This phase explains how the teacher handles the lesson along with each student working on their role as a part

of the team. Starting from the opening, core activities, and closing (for a better sight, see appendix, documentation, lesson plan). The opening part contains of students' apperception, testing their understanding on how the story shaped, characters, theme, and setting. Depending on their comprehension here, it will affect the second part later, which in this research, the students doesn't fully understand or rather forgot it as the teacher herself claims that they have learned this content in Bahasa Indonesia. Still in the first step, the students will decide their own theme here, after a short discussion involving the whole class, they decided to use adventure as their main theme, as it is easier to create, where they can make their character go or do whatever they want without restriction. Furthermore, the teacher arranges for the students to form their group. This group division is based on the five parts of story's plot including introduction, complication, climax, anti-climax, and resolution. Following with the group division, here the teacher explains about their role in the team such as story template (choosing images and story style in the app), story idea, writer, and sentence corrector.

Move to the second part, core activities which include all the students' work on their tasks. Back to the opening part, there says that there will be 4 to 5 groups,

depending on students' comprehension in the first part aka opening session, the students' understanding is not that good in story making, thus, the teacher gives a starter as stimulus with giving the example of introduction part. Nonetheless, students are still obligated to make their own decision about characters and settings. For example, the teacher will ask just like conversation below:

"So, what character do you like?" (T, implementation, 22nd August 2025)

and the students answered:

"I like cat", another replied "how about dogs?" (S, implementation, 22nd August 2025)

While the teacher here, act as mediator:

"how about cat as our main character and dog as the side character?" (T, implementation, 22nd August 2025)

Image 4.1 Collaborative activity

The discussion will continue and so on. Only after that can they pass on the work on their own. However, here

the complicated section begins. As each of students should have their own role in their group work. Mentioned in the opening part, that these roles split into four roles with the aim for each group to work efficiently. Reminder that in the bigger picture, this lesson proceeds in step by step, meaning that in order to move forward, the first group has to finish their part first before continuing to next group. The result from each group's writing is presented in the app and can be seen in the projector, so the other group could prepare their story as soon as possible.

The last part is quite short, which is closing, here the teacher reflects on the students' writing here. She read the story aloud so the students can react on their own writing or classmate's. their reaction is vary from saying that the story is odd, funny, and entertaining. Thereafter, the teacher ask for their trouble in their activity before such as:

"what part is the hardest?", "is it hard to make a story?", "did your role make you confused?". (T, implementation, 22nd August 2025)

The students answered enthusiastically with:

"the hardest part is working with friends, it's just that I'm shy with my idea", "actually it isn't that hard, because I have someone that help me and correct me", "quite confusing because this is something new", "I have to

share my role with my friend, it's confusing". (S, implementation, 22nd August 2025)

Their answer is vary considering their perception, comprehension, and English skill is different one each other. Following all of that before, the teacher states her thought on how the students works on the team such as:

"Many of you still don't understand the assignment, so I have to re-explain again and again", and *"please be considerable of your friend and be patient on your turn, I see that many of you keep running around or chatting loudly in the class"* (T, implementation, 22nd August 2025)

In short, her concern is about their behavior and focus on the material in the class. This result shows that the students still find it hard to maintain their focus on what they have to do, listens on what the teacher's instruction, and respecting each other group's turn or even their own role inside the group.

4.1.1.3 Evaluation Stage

This stage describes the teacher's assessment towards students' work. Whereas, based on observation and documentation data, the teacher used a rubric that focused on four key aspects in writing using Storybird including coherence, vocabulary, grammar, and image relevancy. The first aspect, coherence which refers to how well the story

connects from one section to the next and whether the narrative flows logically. The second aspect is vocabulary, which measures the range and appropriateness of words used by students in relation to the selected images and the development of the story. The third aspect is grammar and mechanics, which focuses on sentence structure, capitalization, punctuation, and spelling accuracy. The fourth aspect is image relevance, which examines how well the images selected by students support and align with the sentences they write. Not only that, but this rubric is also supported by behavioral assessment focused on four key terms such as collaboration, respecting turn, communication, and responsibility. (see appendix viii, documentation, lesson plan)

Aspek	0	1	2	3	4
Koherensi	Tidak nyambung	Sedikit nyambung	Cukup nyambung	Umumnya nyambung	Sangat koheren & mengalir
Kosakata	Tidak relevan	Sangat terbatas	Dasar & kadang salah	Cukup beragam	Tepat & beragam sederhana
Tata bahasa & mekanik	Banyak kesalahan	Sering salah	Beberapa salah	Minor errors	Akurat; kapitalisasi & titik benar
Kesesuaian gambar	Tidak sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai & mendukung cerita

Image 4.2 Evaluation aspects

The evaluation phase is conducted at the end of the activity to determine whether the learning objectives have been achieved. Observation and documentation data indicate

that teachers focus not only on the completed story but also on the learning process. Therefore, the evaluation includes how students interact in groups, how they use the Storybird app, and how they contribute to building the story collaboratively. This approach provides a more complete picture of both the product and the process of the learning activity.

So, regarding on utilizing Storybird in evaluating students' work, the teacher use the final story itself as a medium to assess their performance. There are several points in the app that can be used as a measure for teacher here such as providing visual sequencing that connects each pictures students used, story structures in the matter of pages, layout, and pacing, finally the story result itself that saved in the Storybird website. In short, the teacher examines coherences in students' writing over the plot or groups, image chosen by them whether it fits the story or not, how they develop ideas, and is their writing or story fully shows their intended meaning or not.
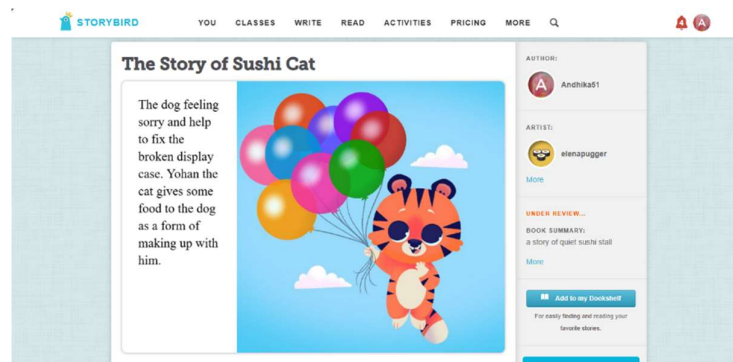
Image 4.3 Students' work on Storybird

Even though Storybird is a platform used mainly for reading, and in this case is writing, the application itself did not have any tools inside that can be used to evaluate writer's work. This application primarily performs as a practice medium and not for grading purposes. Therefore, a teacher that used this application as their supporting tool cannot or rather have to make their own evaluation instrument. Emphasizing that Storybird strictfully used for practice, especially in the field of story including sentences, grammar, picture book, etc.

4.1.2 Students Engagement and Participation

This chapter shows the students' activities around the learning session using Storybird application. The data gathered from interview with students, within two classes samples were taken from approximately fifteen students. This chapter explaining three interview section including Storybird's using experience, its impact, and collaborative aspect in the class. Mostly of them stated that learning activity with the use of Storybird was far more enjoyable rather than using traditional method where the teacher actively talking and the students mainly listen. Some of the students stated.

"I like the activity because we can use images we like" or *"I like to work with my friend here, feels fun!"* (S, interview, 23rd August 2025)

indicate that they like this kind of learning environment, they feel it as a new experience and fascinating moment with their friends. In the contrary, some students said that they don't like it such as:

"I don't like it. I don't like writing", and *"I don't like English"* (S, interview, 23rd August 2025)

While it's normal to have some students that do not like one or a variety of subjects. On the other side, the students that said they don't like writing are also common, that is exactly why the teacher should give more attention to students that lacks interest in learning something.

The first interview is regarding on experience of using Storybird, students feel helped with the group making and role division,

"Yes, I feel helped we discuss it first before we decide what to write, while the others write it down or decide what image should we put here" (S, interview, 23rd August 2025)

That statement pointing out that the activity in using this application really help create a better and fun learning zone. Others even stated that they feel supported while using this application like,

"the image option really help us developing our story", and *"it feels fun because we can decide how our story will look like"* (S, interview, 23rd August 2025)

It reveals that the use of Storybird not only create a better learning experience, but also supporting students in writing their story. Moreover, some students said that they feel to be more confident using this application,

"I feel confident to write a story, the templates on Storybird really boost my imagination when I sense a deadlock in my writing". (S, interview, 23rd August 2025)

Yet, another student stated otherwise,

"I feel shy when my writing is being seen by my friends, I think it's decreasing my confident" (S, interview, 23rd August 2025)

Where it's normal to feel shy when one never done it before. To feel shy or embarrassed when being seen by many people is completely common feeling, here the teacher even have to emphasize this or maybe more to read their writing aloud, in order to make them get used to this kind of situation.

The next interview section is about Storybird's impact on writing skill. Divided on three questions, the first is whether the students feel supported or encouraged when using Storybird. The answer is vary, but most of the students stated that they indeed feel supported when using Storybird,

"Yes it helped, I feel more enthusiastic when using Storybird, I like it to show my work in front of the class" (S, interview, 23rd August 2025)

That statement showed that students did feels encouraged by seeing and knowing their work is displayed and can be seen by other classmates. Quite contrary to some students that feels shy in the section before. The second question is, is it easier to develop ideas when using Storybird, while in fact, it is. As some student said:

"it is, the trick is to choose the right image and then the ideas will flow easily" (S, interview, 23rd August 2025)

demonstrating that Storybird is indeed assisting students to expand their imaginary space. The last question is, did their writing skill increase, or did they learn something new here. The result is good, mostly it's shown through their vocabulary enhancement such as,

"I've learnt many new vocabularies here, the teacher helps me. It is like display case, scolded, stall, and making up" (S, interview, 23rd August 2025)

it's a shame that students in these grades in most cases are still lacking English skills in general, yet the teacher always helps them relentlessly.

The final section of this interview is collaborative writing aspect, which demonstrates students' activity in their writing using Storybird. Students pointed out their discussion session during the

activity, it's an important part to keep the story in line with another group or plot. Regarding collaborative writing, students highlighted the importance of discussions before and during the activity. They emphasized that each group worked in turns, assigning roles, and assisting struggling peers. Active students often contributed ideas when others struggled, while group discussions ensured the story progressed smoothly. Students expressed pride and satisfaction when they successfully completed a story together, explaining that the process felt easier because

"someone always gave an idea when wey wanted to continue the story" (S, interview, 23rd August 2025)

Shows that collaborative writing did successfully boost students' writing progress as another teammate support them while facing struggle. This collective effort stimulating a good participation and social interaction among students in the group.

In summary, the interviews revealed that students were actively engaged in both the cognitive and affective aspects of the activity. They felt motivated by the visuals, supported by peer collaboration, and encouraged to practice their language skills in groups. At the same time, varying levels of confidence and passive participation remained challenges, suggesting that some students needed more guidance to contribute equally. Nevertheless, the combination of visual stimulation and collaborative roles helped maintain high levels of engagement in class.

4.1.3   Teacher-Driven Observed in Collaborative Activities

This part mostly shows observation data that demonstrate a clear pattern of teacher-driven activity on how it's facilitated in guiding and shaping students' movement through their collaborative task. Across the learning session, the teacher persistently guided the flow of activity by establishing several steps such as explaining the major activity steps so the students can follow, explaining the material they will learn and do (on the field of story), giving examples and how to write it down, arranging group making, supporting students' progress for each groups' turn. However this chapter will consist of four main component comes from observation gained from the class activity which involve planning, the implantation of Storybird, collaborative writing aspect, and evaluation. These elements gathered to gain insight towards teacher's role or how teacher-driven work in collaborative writing using Storybird. (see appendix, observation)

Observation data from the planning component indicate that the teacher played a decisive role in designing the structure of the collaborative writing activity before it was implemented. Based on the "Lesson Planning" focus on the observation sheet, the teacher prepared a comprehensive lesson plan aligned with the 2013 Curriculum, ensuring that the learning flow and task design were appropriate to the class' needs. The teacher also clearly formulated the learning objectives, as recorded in the observation notes, stating

that students would engage in collaborative writing activities supported by the Storybird digital storytelling platform. Regarding the "Materials" focus, the teacher prepared relevant teaching materials, including explanations of story structure, examples of narrative flow, and examples of stories used to model how ideas should be developed. Furthermore, observation data on the "Integration" focus indicated that the teacher demonstrated the initial stages of using Storybird (orientation), showing students how images and text can be arranged to form a coherent story. Finally, the "Group Strategy" focus indicated that the teacher predetermined group divisions by assigning each group a specific narrative segment—rising action, climax, falling action, and resolution—to ensure a clear division of collaborative tasks. Overall, these planning-related observations highlight the highly teacher-driven nature of early instruction, indicating that teachers intentionally structured objectives, materials, digital integration, and group roles prior to collaborative writing activities.

Building on the structured preparation completed during the planning phase, the implementation component demonstrated how the teacher continued to take an active and leadership role in directing classroom activities. Under the "Teacher Instructions" focus, the teacher began the session by outlining the steps for writing on the board and demonstrating how Storybird should be used to organize the story. Observations under "Classroom Management"

showed that the teacher consistently circulated the room, supervising each group and ensuring that the task was proceeding according to the intended flow. The "Use of Storybird" and "Integration" focuses further demonstrated that the teacher monitored how the groups interacted with the platform, providing clarification and corrections as needed. Furthermore, the "Interaction" and "Scaffolding" focuses highlighted that the teacher provided guidance at key moments by providing prompts, modeling narrative development, and providing corrective feedback to maintain coherence within the activity. Across these points, implementation observations emphasized a highly teacher-centered approach, with the teacher continually directing the process, managing the group's progress, and maintaining control over the instructional direction throughout the Storybird activity.

Moving from the implementation phase to the collaborative writing phase, observation data continued to demonstrate that the teacher played a critical role in guiding how the groups engaged in the task. Based on the "Group Participation" and "Role Distribution" focuses, the teacher ensured that each group understood the assigned narrative segment and clarified responsibilities within each group when necessary. The "Sharing Ideas" and "Collaborative Interaction" focuses indicated that the teacher monitored the discussion process and intervened when groups struggled to generate ideas or make decisions about the direction of the story.

Furthermore, the "Peer Feedback" and "Decision Making" focuses revealed that the teacher provided prompts and guiding questions to help groups refine their ideas and stay aligned with the task objectives. The "Teacher Support" and "App Utilization" focuses further indicated that the teacher offered ongoing assistance when students encountered difficulties in structuring their story sections or navigating Storybird's features. All that means, these collaborative writing observations illustrate that the teacher maintained a guiding and organizing presence throughout the group work, ensuring that collaboration proceeded smoothly and remained consistent with the intended learning outcomes.

In the final phase of the activity, observational notes indicate that the teacher continued to lead the process through a series of evaluative actions. Based on the "Reflection" focus, the teacher began a brief recap of the lesson by restating what students had learned and accomplished during the collaborative writing task. The "Feedback" focus indicated that the teacher provided direct feedback on the group work, highlighting strengths and pointing out areas for improvement. Observational data on the "Assessment" focus indicated that the teacher took full responsibility for evaluating the final stories outside of class time, using predetermined criteria related to creativity, coherence, and linguistic accuracy. Finally, the "Documentation" focus reflected that the teacher managed the collection and storage of student work, including handwritten drafts

and Storybird entries, and ensured that all work was recorded for both instructional and evaluative purposes. These evaluative observations reinforced the teacher's dominant role in closing the activity, indicating that the assessment and documentation process was fully controlled and implemented by the teacher.

4.1.4 Challenges and Solution in Using Storybird

The interview and observation data indicate that students experienced multiple challenges when participating in Storybird-based collaborative writing activities. Several students explained that they were not used to writing stories and struggled to generate ideas independently, as seen in the student statement *"we do not like writing stories, but with pictures we like it".* Students also reported affective challenges related to confidence. One group mentioned that they felt "embarrassed when classmates saw their writing because they felt it was bad", showing how self-consciousness influenced their willingness to write in front of peers. The teacher further supported this observation by explaining that some students were hesitant at the beginning and required additional encouragement to express their ideas, especially during the drafting stage when they were unsure about their sentences or vocabulary. She stated that students often waited for her guidance because they were *"confused to write or arranging the sentences"* indicating that organizing narrative content was difficult for them without support.

Collaborative challenges also appeared from the student

interviews, particularly regarding participation balance and role distribution. Students from class 6A noted that although they enjoyed working together, *"there were members who did not get a turn because they were passive"*, showing that not all students contributed equally during the activity. Meanwhile, although many students said that discussion was helpful*, "our friends helped when we were confused"* and *"we discussed it first before creating the story"* the observation sheet documented that peer correction happened infrequently, with the note *"students rarely corrected their peers' writing"*. Language limitations further contributed to this challenge. Students mentioned that the activity helped them learn new vocabulary such as *"display case," "scolded," "stall,"* and *"making-up"*, but they still depended heavily on the teacher to revise grammar, coherence, and sentence structure, which is consistent with the observation remark stating that *"the writing section would be assisted by the teacher for coherence, cohesion, sentence structure, grammar, etc."*. The teacher also explained that maintaining plot continuity was difficult because many students needed reminders about the sequence, stating that she sometimes had to intervene when the story was *"not connected or not following the plot"*.

Several practical challenges also appeared, especially related to technology and time allocation. The teacher described that introducing Storybird required more time than expected because,

"not all students immediately understood how to use the application" (T, interview, August 23ʳᵈ 2025)

That is requiring her to provide extra demonstrations and repeated guidance. Because phone access and digital familiarity varied, she sometimes asked students to draft on paper so that the activity could continue without being delayed by technical issues. Observation data also noted that students needed a clear step-by-step process before entering the application, showing that the teacher had to model the usage using the projector. Furthermore, the teacher acknowledged that one meeting was not enough to complete a collaborative story and stated,

"initially I thought one meeting was enough, but it required two to three meetings" (T, Interview, August 23ʳᵈ 2025)

This statement indicating that pacing and time management became a challenge when students needed longer discussions and drafting sessions. To address these issues, the teacher implemented several solutions such as rotating roles within groups, giving clearer instructions on Storybird navigation, providing scaffolding while circulating across groups, offering vocabulary support when students struggled, and extending the writing activity across multiple meetings so each group could complete their collaborative narrative at an appropriate pace.

4.2.Discussion

This section discusses the results of the study by connecting the field findings with relevant theories and previous studies. While the findings in the earlier section were presented descriptively, the discussion now interprets what those results mean in relation to the use of the Storybird application, teacher-driven instruction, and collaborative writing for young learners. The analysis is framed within Vygotsky's sociocultural theory, particularly the concepts of scaffolding, Zone of Proximal Development (ZPD), More Knowledgeable Other (MKO), and the role of cultural tools in language learning.

4.2.1   The Implementation of Storybird in Collaborative Writing

The results of using Storybird in collaborative writing are interpreted in the discussion that follows, which also looks at the teacher's instructional choices using sociocultural theory and knowledge from previous research. The results demonstrate that the instructor continuously took the lead in directing the group writing exercise from the planning phase to assessment. In anticipation of a transition to the Independent Curriculum, the instructor created a lesson plan that was in line with the 2013 Curriculum. She divided the class into groups according to narrative components including rising action, climax, falling action, and resolution after introducing Storybird as the main digital tool and showcasing its features. These activities demonstrate how the lesson was purposefully set up to

allow students to focus on digestible portions of the narrative inside a well-defined teaching framework.

During the implementation, teachers continue to occupy the dominant position in the class or as an instructor. She gave clear instructions, modeled how to start the narrative, and assigned the group a role so that the students were involved according to their abilities. Throughout the activity, encouragement, vocabulary assistance and correction were provided to maintain harmony and development of the narrative. In the assessment phase, the teacher plays a key role by reading the final story aloud, providing feedback, and evaluating the student's work, using a title that focuses on coherence, vocabulary, grammar, and appropriate imagery. Throughout this stage, the teacher is strongly encouraged to the learning process, and the teacher directs the activity at each stage.

This pattern of teacher-driven guiding action is closely related to Vygotsky's sociocultural theory, which argues for the significant contribution of More Knowledgeable Others (MKO) in guiding learners within their ZPD. The scaffold of the teacher's assistance—beginning with sentence starters, progressing to vocabulary clues and corrections (Wood, Bruner, & Ross, 1976) also can be seen in that students are able to do things they could not do on their own. The incorporation of Storybird gives an additional impetus to the process by acting as a cultural tool mediating learning, thus offering visual cues that limit cognitive load.

Equivalence of meaningcan also be understood when incorporating the work of Judge (2015), Alwasilah (2014), and Er et al. (2012) emphasize the importance of teacher support when using digital storytelling technology tools. In this respect, Storybird provides the opportunity for informal teacher-directed learning experiences to be integrated into digital-based story-making activities beyond practice as a source of pleasure in collaborative writing for young learners. As for the steps, the bigger picture can be seen as the road map below,
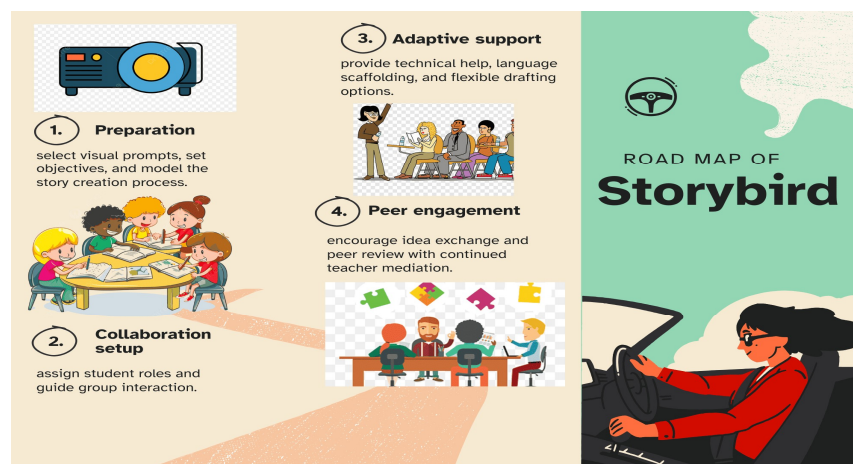

Image 4.4 Road map of Storybird

4.2.2 Students' Engagement and Participation

This section examines the pattern of student engagement that arises during collaborative writing projects. He sees how student engagement is linked to established theories and previous research in a digital and collaborative learning environment. Class notes and

interviews with students typically indicate that students are engaged in an activity, even if their level of participation varies. Clearly many students were excited about choosing pictures, suggesting words, and discussing the direction of the story. Discuss the character and how storylines should be repetitive. This means that students actively participate in building ideas together. Interviews with students confirm this observation. Many students say that the classes are fun for them and they are happy to move away from regular learning. However, some students are less actively involved. They report it with shame or uncertainty, especially when they make suggestions, for fear of being ignored by colleagues. The scope of participation reflects the distinct group dynamics that characterize the Young Learners Cooperation Project.

Role divisions play an important role in shaping the level of engagement. Teachers offer roles such as co-creators of ideas, picture pickers, and sentence writers so that each student has specific responsibilities. In Learning mode, the way students perform their assigned roles significantly affects their participation. In a given study, the teacher decides to entrust each student with a specific task, such as searching for ideas, finding pictures or writing sentences. The point is that everyone should have something to be responsible for. Class notes and conversations with teachers show that this approach engages students well, especially those who are usually calm, for example, some students do not feel comfortable writing

full sentences. Instead, they are ready to choose the right images or suggest words to use. They can enrich the work without having to face the fear of writing long sentences. However, one area that hasn't improved significantly is that students have improved on each other's work. They are still looking for teachers who will tell them whether their work is right or wrong. This means that even if students have a facilitator role that helps them participate, they still need the support of a teacher to feel confident in what they are doing. Teachers' help is crucial for the development of the confidence.

From a sociocultural perspective, variations in engagement can be interpreted through Vygotsky's concepts of the Zone of Proximal Development (ZPD) and the More Knowledgeable Other (MKO). More confident students often acted as peer MKOs by guiding discussions, clarifying ideas, or suggesting vocabulary, enabling less confident peers to contribute through shared scaffolding. The use of Storybird also played a mediating role in student engagement, functioning as a cultural tool that supported idea generation and sustained group discussions. Interviews revealed that students found it easier to create stories when images helped guide their thinking, demonstrating how digital tools can mediate learning by reducing cognitive load. Overall, the findings suggest that engagement developed through a combination of peer interaction, structured role distribution, and teacher support,

aligning with sociocultural principles that view learning as a socially mediated process.

4.2.3 Teacher-Driven Observed in Collaborative Activities

The discussions of patterns observed by teachers in this study show how teachers shape the learning environment through planning, implementation, collaboration and assessment. The structured background, expressed in a predetermined role, the narrative fragments in the sequence, and the modelling of the use of the bird's story, reflect the teacher's role as a More Knowledgeable Other (MKO). In this position, the teacher organises meetings so that young pupils can work in structures that match their skill level. This interpretation is in line with Vygotsky's view that learning is first done through external cues and then interpolation. This is especially important during early writing activities, where students still rely on clear instructions to start and sustain their work.

During science classes, teaching and continuous explanations by the teacher illustrate the practice of scaffolding, as described by Wood, Bruner, and Ross (1976). These forms of support keep students within their Zone of Proximal Development (ZPD) by providing language support, procedural guidance, and the provision necessary to create a kosher story. Although the task is collaborative, data suggests that students rely heavily on teachers to ensure the development of vocabulary, syntax, and overall narrative. This pattern is in line with the results of the study, which highlights

the importance of connecting structured teachers to young learners' digital fairy tales, rather than expecting children to use digital tools on their own independently.

The assessment phase shows the leadership role of the teacher, who evaluates the work of the group, provides feedback on specific aspects of the story, and ensures that the narrative and correctness of the language are consistent according to the expected learning outcomes. The results support the thesis that a digital device, such as Storybird, can increase motivation and creativity, but does not replace the pedagogical structure needed for early development of literacy skills. In the study, the effectiveness of this story depends on the strength of the teacher's manual, which is in line with social principles and the context of the Indonesian classroom, where teachers are traditionally seen as the ultimate source of guidance. Thus, the history of the bird served as a cultural tool whose influence gained importance thanks to an active teaching environment.

4.2.4 Challenges and Solution in Using Storybird

The challenges identified in the Storybird app indicate that students' writing development is closely tied to the number and type of scaffolding they receive from their teachers. The students' difficulties in generating ideas without visual support show that independent writing skills are still at their current level of development, while the use of images in combination with the

support of a teacher helps them enter the so-called area of Vygotsky's Zone of Proximal Development. From this perspective, students need adult support and mediation to perform tasks that they were not able to do on their own. In the study, Storybird served as a visual medium to support idea generation, and the teacher's consistent comfort played a key role in supporting students who lacked confidence or were reluctant to write in front of their peers. Their embarrassment with sharing work points to a barrier of love that can limit participation, and the teacher's role as a more informed person than others become crucial to keeping students engaged and reducing anxiety during activity.

Collaborative The collaboration challenges observed in the classroom, especially those related to unbalanced participation, passive group members, and limited partner correction practice, highlight the difference between the required team writing process and students' willingness to interact effectively with peers. While collaborative writing is designed to separate responsibilities and encourage valuable negotiations, these findings show that some students still rely heavily on more active collaborators or teachers for mentoring. This is in line with previous research suggesting that young learners often need clear guidance on the role of the group in order to contribute effectively to collaboration on written assignments. Students' limited vocabulary and difficulties in maintaining a coherent narrative contribute to their greater reliance

on teachers. These linguistic and cognitive requirements go beyond those that many students can grasp on their own. The teacher's frequent approach to modifying the order of flow or explaining the meaning or structure of sentences reflects the fact that students are still developing narrative writing skills. From a social and objective perspective, this type of relationship is expected in the early stages of learning, where students gradually acquire new skills through guided interactions before they can do independently.

The practical challenges of technology and the additional allocation time show how important it is to place education in the digital learning environment. Students' unfamiliarity of the Storybird and their need for frequent presentations suggest that digital devices, while fascinating, carry additional cognitive requirements that must be carefully supported. The teacher's decision to temporarily use a paper sketch and procedural model with a projector is an adaptive design that ensures that technological difficulties do not interfere with the purpose of learning. The need to extend the activity to more than one session is also in line with existing research, suggesting that digital storytelling is typically time-sensitive, especially for young learners who are just developing the ability to read and write messages digitally. The solutions implemented in this study, such as student role rotation, time distribution, increased mobility, and maintaining close support for teachers during the transition between groups, are effective

pedagogical adaptations in line with social and cultural principles. These strategies help distribute participation more evenly, reduce students' reliance on small group members or teachers, and gradually encourage students to participate more actively in the process

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

The results suggest that using storytelling in a collaborative writing environment allows teachers to effectively support a young learner's engagement, idea development, and narrative if supported by clear guidance and structured command. Based on observations, interviews and documentation, for teachers who want to apply this practice in their classrooms, several steps must be taken to make learning more effective and efficient.

First, teachers need to prepare activities with a clear framework teaching system that includes choosing visual whispers, defining the learning goal, and modeling how to start a story with a bird from a story. Giving a vivid example, showing you how to choose an image, and describing the steps to write are important so that young students can start the assignments with confidence.

Second, during the implementation, teachers should create a collaborative role so that each student makes a meaningful contribution. Assigning responsibilities such as contributors to ideas, authors, editors, or voters helps ensure balanced participation and minimize negative participation. Teachers should also disseminate and lead discussions, encourage skeptical students, and support vocabulary and sentence construction.

Third, teachers should address technical or linguistic challenges by providing alternative literature (e.g. paper literature if needed) and supporting and allowing additional time to complete the story. Continuous feedback throughout the composition, particularly on coherence, sequence, and word choice, is crucial because young learners need frequent clarification to maintain narrative flow.

Finally, teachers are encouraged to implement practices that support partners, such as sharing ideas and repeating sentences and phrases together, while continuing with the necessary interventions for teachers when groups are struggling. Through modeling and constant encouragement, students gradually become confident in writing, negotiating ideas, and building stories with clearer coherence.

Therefore, implementing Storybird in a collaborative environment encouraged by teachers requires strong classroom mediation, a clear foundation, a team role structure, and ongoing support. These elements make digital storytelling easier, more manageable, and more meaningful for young learners.

5.2 Suggestion

Based on these findings, several recommendations can be made. For teachers, it is recommended to integrate digital storytelling tools such as Storybird to make writing activities more engaging and meaningful. Teachers also need to provide scaffolding and guidance for students who struggle to generate ideas or use appropriate language. Furthermore, fair role allocation and rotation of responsibilities within groups are

important to ensure all students have the opportunity to actively participate.

For schools, it is important to provide adequate ICT facilities and internet access to support the use of digital applications in the classroom. Schools are also encouraged to facilitate teacher professional development so they can continuously improve their skills in integrating technology into teaching. Furthermore, institutional support for the use of creative platforms can enrich classroom activities and encourage more innovative approaches to English language learning.

For future researchers, this study opens up opportunities to explore the long-term impact of Storybird on students' writing skills and overall English language proficiency. Future studies could also compare its implementation in different contexts, such as urban and rural schools, or across grade levels. Other possibilities include investigating alternative forms of digital storytelling, such as student-driven storytelling or integrating Storybird with other language skills, to broaden the scope of the research and provide deeper insights into the effectiveness of digital tools in language education.

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APPENDICES

Appendix I

Survey Permit: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

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Nomor : 1694/Un.03.1/TL.00.1/05/2025   14 Mei 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala MI Mambaul Ulum
di
        Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama   : Andhika Cahya Suprana
NIM   : 210107110039
Tahun Akademik   : Genap - 2024/2025
Judul Proposal   : **Exploring The Implementation of Teacher-Driven Storybird Application in Collaborative Wrriting for EYL**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
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Tembusan :
1. Ketua Program Studi TBI
2. Arsip

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Appendix II

Research Letter: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

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Nomor	: 1727/Un.03.1/TL.00.1/05/2025	15 Mei 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MI Mambaul Ulum Sepanjang
di
    Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Andhika Cahya Suprana
NIM	:	210107110039
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester – Tahun Akademik	:	Genap – 2024/2025
Judul Skripsi	:	**The Implementation of Teacher-Driven Storybird Application in Collaborative Writing for EYL**
Lama Penelitian	:	**Mei 2025** sampai dengan **Juli 2025** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

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Appendix III

Instrument Validation Letter: Exploring The Implementation of Storybird Application in Collaborative Writing r EYL

Validation Sheet

Instrument Validation Sheet of Research Entitled

"Exploring The Implemetation of Teacher-Driven Storybird Application in Collaborative Writing for EYL"

Validator	: Rendhi Fatrisna Yuniar, M.Pd.
NIP	:199406182020121003
Expertise	: Collaborative Learning
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation Date	: 14/05/2025

A. Introduction

This validation sheet is intended to obtain an assessment from the validator regarding the research instruments I have developed, which include an observation sheet and interview guide related to The Implementation of Teacher-Driven Storybird Application in Collaborative Writing for Young Learners (EYL). These instruments will be used to observe the classroom teaching process and gather insights from the teacher's perspective in a rural elementary school setting. All comments, suggestions, and feedback provided are highly valuable for improving the quality and accuracy of this instrument. Thank you very much for your time and willingness to validate my research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:

    1: Very poor

    2: Poor

    3: Average

    4: Good

    5: Excellent

2. Please give comments and suggestion In the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	**Suitability of Instrument with basic competencies Basic Competience**					✓
2.	**Instrument Indicator** Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument					✓
4.	The research instrument is relevant with the relevant with the research objective				✓	
5.	The research instrument can help the researcher find out Students' abilities in collaborative writing.				✓	
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper grammar					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulates clearly and unequivocally					✓

D. Suggestion

....
....
....
....
....
....
....

E. Conclusion

Based on thevalidation sheet above, it can be conclded that the instruments that have been made is :

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

①) The instrument can be used without revision.

2. The instrument can be used with alight revision.

3. The instrument can be used with many revisions.

4. The instrument can be used.

Malang, Mei 14 2025

Validator

Rendhi Fatrisna Yuniar M.Pd,

199406182020121003

Appendix IV

Completion Letter: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

YAYASAN PENDIDIKAN ISLAM MAMBAUL ULUM SEPANJANG
MI MAMBAUL ULUM
NSM. 111235070081 STATUS TERAKREDITASI 'A' NPSN.60715060
JL. KH. HASYIM ASY'ARI SEPANJANG GONDANGLEGI Kode Pos 65174 TELP. (0341) 879388
Email : mambaululum.mi1@gmail.com

SURAT KETERANGAN
Nomor : 033/MIMU.08.19/D/VIII/2025

Yang bertanda tangan di bawah ini Kepala Madrasah Ibtidaiyah Mambaul Ulum Sepanjang, Kecamatan Gondanglegi, Kabupaten Malang, Provinsi Jawa Timur menerangkan bahwa nama tersebut di bawah ini:

Nama   : **ANDHIKA CAHYA SUPRANA**
NIM   : 210107110039
Program Studi : Tadris Bahasa Inggris

Telah selesai melakukan penelitian di MI Mambaul Ulum Sepanjang yang akan digunakan sebagai bahan penulisan Skripsi dengan judul *"Exploring The Implementation of Teacher-driven Storybird Application in Collaborative Writing for EYL"*.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Gondanglegi, 6 Agustus 2025
Kepala Madrasah,

WURYANTO,S.Pd

Appendix V

Observation Checklist: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

A. Planning

No.	Focus	Observation Point	Yes	No	Description
1.	Lesson Planning	The teacher prepares an RPP or lesson plan aligned with the 2013 Curriculum (K13).	✓		The teacher has prepared the lesson plan well and according to the needs in the class.
2.	Learning Objectives	Objectives include collaborative writing and digital storytelling using Storybird.	✓		The teacher explains the objectives of today's learning by explaining that they will do collaborative writing using the Storybird application.
3.	Materials	Teacher prepares relevant teaching materials (e.g., images, prompts, sample stories).	✓		The teacher prepares the material by providing an explanation of the storyline along with examples of its contents in the form of a story.
4.	Integration	Storybird is integrated as a digital tool to support writing instruction.	✓		The teacher also gave an example of using the Storybird application using the initial flow (orientation)
5.	Group Strategy	Students are grouped strategically for collaborative writing tasks.	✓		Students divided by 4 groups (rising action,

					climax, falling action, resolution)

B. The Application of Storybird

No.	Focus	Observation Point	Yes	No	Description
1.	Teacher Instruction	Teacher gives clear explanation of the writing task and Storybird usage.	✓		The teacher writes and explains the explanation and procedures for the work on the blackboard.
2.	Classroom Management	Teacher manages groups effectively and keeps students on task.	✓		The teacher goes around to monitor, guide, and help with anything the students need.
3.	The Use of Storybird	Students use Storybird collaboratively (selecting art, drafting stories, writing together).	✓		The students divided the tasks they received into idea seekers, writers, looking for pictures, and looking for vocabulary in English.
4.	Interaction	Students discuss, share ideas, and help each other during the writing process.	✓		All group members help each other in writing the story by sharing opinions and discussing.
5.	Scaffolding	Teacher provides guidance, feedback, or modeling when students face difficulties.	✓		The teacher goes around the group order to provide assistance to the students.
6.	Engagement	Students show interest, excitement, and participation during the activity.	✓		Students show interest, they are enthusiastic about the tasks that have been given.
7.	Creativity		✓		Students create stories that are not monotonous according to the

		Students express creativity in story development using Storybird visuals.			imagination they have at that time.
8.	Language	Students attempt to use proper vocabulary, grammar, and structure in writing.		✓	Students only write what they know and understand. (The teacher will help with writing, such as coherence and cohesion, sentence structure, grammar, etc.)

C. Collaborative Writing Aspects

No.	Focus	Observation Point	Yes	No	Description
1.	Group Participation	Students are grouped and actively participate in a shared writing task.	✔		The students who had been divided into groups carried out the tasks given well.
2.	Idea Sharing	Students share and discuss ideas before or during the writing activity.	✔		Students will discuss first before entering their writing into the application.
3.	Role Distribution	Students take on different roles (e.g., writer, editor, illustrator) in the group.	✔		Students divide or are assigned (if difficult) roles so that everyone gets a part in their group.
4.	Mutual Interaction	Students help one another with spelling, vocabulary, or structuring sentences.		✔	There are, but rarely are students who will correct their friends' writing.
5.	Peer Feedback	Students provide suggestions or corrections to their group's writing.	✔		Students provide suggestions or objections if they feel that their friends' writing is off-base, not interesting enough, or inappropriate.
6.	Decision Making	Students make group decisions about story direction, characters, or wording.	✔		The students took the initiative to add additional characters or change the storyline according to the decisions of each group.

7.	Teacher's support	Teacher provides scaffolding or prompts to support group collaboration.	✓		The teacher walks around to monitor the students. If students have difficulty determining the storyline, the teacher will provide stimulus by showing or explaining events in the previous storyline.
8.	App Utilization	Students collaboratively use Storybird features (e.g., art selection, editing text).	✓		Students determine for themselves how they choose images, position images and text, and edit their writing.

D. Evaluation

No.	Focus	Observation Point	Yes	No	Description
1.	Reflection	Teacher reflects on the lesson outcomes and classroom process.	✓		The teacher reflects on today's learning by explaining again what they have learned, done, and the results.
2.	Feedback	Teacher gives feedback on student stories—both content and collaboration.	✓		The teacher gives feedback to the students about what went well in today's learning, as well as what was lacking and needed to be improved.
3.	Students Response	Students respond positively to feedback and express their thoughts about the activity.		✓	Students just nod and obey what the teacher has explained.
4.	Assesment	Teacher evaluates collaborative stories based on criteria (e.g., creativity, coherence, grammar).	✓		The teacher assesses students' work outside of class hours with the results listed in appendix.
5.	Documenting	Teacher collects student work and classroom evidence for future use (Storybird's result).	✓		Teachers save student work through paper used during work time, as well as Storybird results by uploading them to the app and screenshotting the results.

Appendix VI

Interview Question: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

QUESTIONS FOR HEADMASTER

This interview seeks to explore the headmaster's perspective on curriculum design and technology integration in school, especially how Storybird is perceived in supporting collaborative writing initiatives in EYL classes.

No	Curriculum Design
1.	What strategies are used to ensure that the curriculum design aligns with the national standards and students' learning needs?
2.	How do teachers collaborate in designing or adjusting the curriculum, especially when integrating technology such as digital applications?
3.	Has the school made any recent changes in curriculum design to adapt to modern learning methods, such as the use of educational apps?

Thank you for your valuable input. Your insights will support the broader understanding of school policy and environment in implementing collaborative writing tools.

Questions for Teacher

The following questions aim to gather insights from the teacher regarding the implementation of Storybird in the writing classroom, especially focusing on its role in enhancing collaborative writing among EYL students. The questions explore curriculum design, instructional strategies, and observed student engagement.

No.	Curriculum Design (Syllabus, Lesson plans, Prota, Prosem)
1.	How do you align the use of Storybird with the goals and competencies stated in the syllabus?
2.	In what way does Storybird influence the structure and content of your lesson plans, especially when planning for writing activities?
3.	What makes Storybird an effective or challenging media choice for supporting students' writing skills in the classroom?

No.	Learning Implementation
1.	What steps did you take to prepare and introduce the Storybird application to your students in the writing class?
2.	How do you guide and support students during the storytelling and writing activities using Storybird?
3.	What challenges have you faced while implementing Storybird in the classroom, and how did you overcome them?
4.	How did students respond to the use of Storybird in terms of engagement, creativity, and collaboration?
5.	In your opinion, how effective is Storybird in helping students improve their writing skills compared to traditional methods?
6.	How was the suitability of the evaluation and the learning progress going?

No.	Appropriateness of lesson Plan and Learning
1.	How do you ensure your lesson plan is suitable for your students' level and supports the writing objectives when using Storybird?
2.	In what ways has the use of Storybird influenced how you plan and deliver your writing lessons?
3.	Have you made any adjustments to your lesson plan during the implementation of Storybird? If so, what led to those changes?

No.	Collaborative Writing Aspects
1.	How do you facilitate collaborative writing among students during the Storybird activity?
2.	Do you assign specific roles (e.g., writer, editor, illustrator) during group writing tasks? Why or why not?
3.	How do students participate together in planning, drafting, and revising the story?
4.	How do you assess collaborative writing outcomes—do you evaluate both the process and the product?
5.	What are the benefits and challenges you've observed when students write collaboratively using Storybird?

Thank you for your participation. Your responses will greatly support the analysis of how collaborative writing using Storybird can be effectively implemented in a young learners' classroom.

Questions for students

This interview is designed to explore students' experiences using Storybird for collaborative writing activities. It aims to understand their feelings, learning outcomes, and how they interact with peers during the writing process.

No.	Experiencce of Using Storybird in Writing Activity
1.	Do you like making up stories especially when it used Storybird as media? Why or why not?
2.	Do you find it engaging, fun or interesting when using Storybird and writing with your friends?
3.	Did working with your friends help you in writing? How?
4.	Do you feel confident to write stories with the help of Storybird?
5.	Does the interaction with your friend feels more alive than the traditional learning?

No.	Storybird's Impact on Writing skill
1.	Do you feel supported or encouraged when using Storybird as a writing media?
2.	Is it easier or not when using Storybird to expand your ideas in writing activity?
3.	Did you learn any new words or improve your writing? Can you give an example?

No.	Collaborative Writing Aspects
1.	Did you and your friends talk about what to write before starting the story?
2.	Did your friends help you if you got stuck or didn't know a word? What did they do?
3.	Did each of you get a turn to write or add something to the story? How did that feel?
4.	

	Did you learn something new when working with your friends? Like new words or ideas?
5.	How did you feel when your group finished the story? Were you proud or excited? Why?

Thank you for sharing your experiences. Your answers will help the researcher understand how digital storytelling tools like Storybird influence collaboration and creativity in the classroom.

Appendix VII

Script of headmaster interview: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

Untuk Kepala Sekolah

(For headmaster)

1. Strategi apa saja yang digunakan oleh sekolah untuk memastikan bahwa desain kurikulum sesuai dengan standar nasional dan kebutuhan belajar siswa?

(What strategies do schools use to ensure that curriculum design aligns with national standards and students' learning needs?)

Answer:

Menindak lanjuti strategi yang digunakan oleh madrasah untuk memastikan desain kurikulum sesuai dengan standar nasional dan kebutuhan belajar siswa, yang pertama adalah mengubah pola pikir bahwa perubahan itu memang harus ada, terkait dengan kebijakan umum dari pusat ataupun Kemenag RI. Sehingga, ketika ada perubahan kurikulum yang dicanangkan oleh Departemen atau Kemenag — misalnya dulu ada kurikulum berbasis lama atau KBK, lalu menjadi K13, kemudian Kurikulum Merdeka, dan sekarang kurikulum berbasis *Scinta* — strategi yang kami gunakan adalah mengubah pola pikir. Artinya, perubahan bukan dilakukan dengan serta-merta menghapus yang lama atau memulai dari nol, tetapi melalui tahapan penyempurnaan.

Pertama, mengubah pola pikir. Kedua, mengikuti pola yang disampaikan oleh kementerian, baik tingkat kabupaten, provinsi, maupun pusat. Kami berusaha melaksanakannya dengan sebaik-baiknya, walaupun masih belum 100%, karena masih dalam tahap pembelajaran.

(Following up on the strategies used by madrasas to ensure curriculum design aligns with national standards and student learning needs, the first step is to shift the mindset that change is necessary, in line with general policies from the central government or the Indonesian Ministry of Religious Affairs.

Therefore, when a curriculum change is initiated by the Ministry or the Ministry of Religious Affairs—for example, the old curriculum, KBK, then K13, then the Merdeka Curriculum, and now the Scinta-based curriculum—our strategy is to shift the mindset.

This means that change is not implemented by immediately eliminating the old curriculum or starting from scratch, but rather through stages of refinement.

First, changing the mindset. Second, following the model outlined by the ministry, at the district, provincial, and central levels. We strive to implement this as best as possible, although it's not yet 100% successful, as we are still in the learning phase.)

2. Bagaimana guru-guru di sekolah ini bekerja sama dalam merancang atau menyesuaikan kurikulum, terutama saat mengintegrasikan teknologi seperti aplikasi digital dalam pembelajaran?

(How do teachers in this school collaborate in designing or adapting the curriculum, especially when integrating technology such as digital applications into learning?)

Answer:

Secara umum, bapak/ibu dewan guru mengadakan evaluasi pembelajaran dari hasil yang diperoleh siswa, baik melalui UH, PTS, UAS, maupun akhir tahun. Dari perubahan yang terjadi, ternyata sangat dibutuhkan metode-metode pembelajaran yang menarik, terutama yang memanfaatkan teknologi. Terkadang, siswa lebih tertarik pada metode baru dibandingkan metode lama. Banyak siswa yang cepat mengikuti, namun ada juga beberapa yang masih kesulitan. Maka peran guru sebagai fasilitator pembelajaran adalah menciptakan pembelajaran yang mengandung integrasi teknologi dan aplikasi digital agar siswa lebih tertarik. Contoh teknologi sederhana seperti media sosial, beberapa guru di sini sudah menerapkannya, misalnya melalui TikTok. Ada juga yang menggunakan perangkat keras seperti media visual (LCD, televisi) ataupun Android. Intinya, bapak/ibu dewan guru menyesuaikan pembelajaran dengan perkembangan terkini agar lebih *up-to-date* dan menarik minat siswa.

(In general, teachers conduct learning evaluations based on student outcomes, whether through final exams (UH), final exams (PTS), final exams (UAS), or end-of-year exams. These changes have demonstrated the need for engaging learning methods, especially those utilizing technology.

Sometimes, students are more interested in new methods than old ones. Many students quickly catch on, but others still struggle. Therefore, the teacher's role as

a learning facilitator is to create lessons that integrate technology and digital applications to increase student engagement.

Some teachers here have already implemented simple technology, such as social media, through TikTok. Others are also utilizing hardware such as visual media (LCDs, televisions) or Android devices. Essentially, teachers are adapting their learning to reflect current developments to be more up-to-date and engaging.)

3. Apakah pihak sekolah telah melakukan perubahan terbaru dalam desain kurikulum untuk menyesuaikan dengan metode pembelajaran modern, seperti penggunaan aplikasi edukatif?

(Has the school made any recent changes in curriculum design to adapt to modern learning methods, such as the use of educational applications?)

Answer:

Sekolah memang telah melakukan berbagai perubahan. Jika dulu proses pembelajaran sangat manual, sekarang kami mulai memanfaatkan teknologi. Walaupun penerapan teknologi sudah berlangsung cukup lama, saat ini kami lebih meng-*update*-nya lagi agar siswa lebih teredukasi. Terbukti, siswa yang diajar dengan metode ceramah cenderung lebih cepat jenuh dibandingkan siswa yang diajar dengan aplikasi pembelajaran, karena mereka merasa seperti bermain tetapi tetap belajar. Kami juga berterima kasih jika ada *stakeholder* atau alumni yang memberikan atau merekomendasikan aplikasi edukatif yang menyenangkan bagi siswa, karena hal itu sangat membantu proses belajar mengajar.

(The school has indeed made various changes. While the learning process used to be very manual, we are now starting to utilize technology. Although the application of technology has been around for quite some time, we are currently updating it to better educate students.

It's been proven that students taught using lecture methods tend to get bored more quickly than those taught using learning apps, because they feel like they're playing while still learning. We also appreciate stakeholders or alumni who provide or recommend educational apps that are fun for students, as they greatly assist the teaching and learning process.)

Untuk Guru

(For teacher)

A. Curriculum Design (Syllabus, Lesson plans, Prota, Prosem)

1. Bagaimana Anda menyelaraskan penggunaan Storybird dengan tujuan dan kompetensi yang tercantum dalam silabus?

(How do you align the use of Storybird with the objectives and competencies listed in the syllabus?)

Answer:

Pertama-tama, saya melihat kompetensi inti dan indikator dalam silabus, terutama yang berkaitan dengan keterampilan menulis naratif. Karena Storybird berbasis cerita dan visual, saya merasa itu adalah alat yang cocok untuk membantu anak-anak menjadi lebih terlibat dan lebih mampu mengekspresikan ide cerita mereka. Jadi, saya menyesuaikan tema cerita dengan materi yang ada. Namun, ada baiknya juga untuk beradaptasi dengan preferensi anak-anak, karena terkadang lebih mudah menulis cerita yang mereka sukai daripada memaksakan tema.

(First, I looked at the core competencies and indicators in the syllabus, particularly those related to narrative writing skills. Because Storybird is story-based and visual, I felt it was a suitable tool to help children become more engaged and better able to express their story ideas. Therefore, I adapted the story theme to suit the existing materials. However, it's also helpful to adapt to children's preferences, as sometimes it's easier to write a story they enjoy than to impose a theme.)

2. Dalam hal apa saja Storybird memengaruhi struktur dan isi RPP Anda, khususnya saat merencanakan kegiatan menulis?

(In what ways does Storybird influence the structure and content of your lesson plans, particularly when planning writing activities?)

Saat membuat rencana pembelajaran, saya menambahkan aktivitas yang melibatkan siswa menjelajahi gambar di Storybird sebagai pemicu menulis. Saya juga sedikit memodifikasi langkah-langkah pembelajaran untuk memberikan waktu khusus untuk diskusi kelompok, pemilihan karakter, dan pembuatan cerita secara

kolaboratif. Jadi, rencana pembelajaran ini jelas lebih dinamis daripada rencana pembelajaran sebelumnya.

(When creating the lesson plan, I added an activity that involved students exploring images in Storybird as a writing prompt. I also slightly modified the lesson steps to allow dedicated time for group discussion, character selection, and collaborative story creation. So, this lesson plan is clearly more dynamic than the previous one.)

3. Apa yang membuat Storybird menjadi media yang efektif atau justru menantang dalam mendukung keterampilan menulis siswa di kelas?

(What makes Storybird an effective or challenging medium for supporting students' writing skills in the classroom?)

Answer:

Pada kenyataannya, siswa menjadi lebih antusias karena mereka memiliki gambar-gambar yang menarik, dan mereka dapat berkreasi. Namun, tantangannya adalah tidak semua siswa langsung memahami cara menggunakan aplikasi tersebut. Jadi saya harus memberikan bimbingan yang lebih intensif, terutama di awal.

(In fact, students became more enthusiastic because they had interesting images and could be creative. However, the challenge was that not all students immediately understood how to use the application. So I had to provide more intensive guidance, especially in the beginning.)

B. Learning Implementation (Penerapan Dalam Pembelajaran)

1. Langkah-langkah apa yang Anda lakukan untuk mempersiapkan dan memperkenalkan aplikasi Storybird kepada siswa di kelas menulis?

(What steps did you take to prepare and introduce the Storybird app to students in your writing class?)

Answer:

Pertama, saya menjelaskan apa itu Storybird dan fungsinya. Kemudian, saya mendemonstrasikan, menggunakan proyektor, cara memilih gambar dan menulis cerita berdasarkan gambar tersebut. Setelah itu, saya membagi siswa ke dalam

kelompok berdasarkan alur cerita mereka dan membimbing mereka dalam proses penulisan.

(First, I explained what Storybird was and its function. Then, I demonstrated, using a projector, how to select images and write a story based on them. After that, I divided the students into groups based on their story plots and guided them through their writing.)

2. Bagaimana Anda membimbing dan mendukung siswa selama kegiatan bercerita dan menulis menggunakan Storybird?

(How do you guide and support students during storytelling and writing activities using Storybird?)

Answer:

Saya berkeliling dari kelompok ke kelompok, memantau ide-ide mereka dan membantu mereka jika mereka kesulitan menulis atau menyusun kalimat. Saya juga terkadang memberikan umpan balik jika cerita tersebut kurang terhubung atau tidak mengikuti alur yang telah ditentukan.

(I circulate from group to group, monitoring their ideas and helping them if they're having trouble writing or structuring sentences. I also sometimes provide feedback if the story doesn't quite connect or doesn't follow the flow.)

3. Tantangan apa saja yang Anda hadapi saat menerapkan Storybird di kelas, dan bagaimana Anda mengatasinya?

(What challenges did you face when implementing Storybird in the classroom, and how did you overcome them?)

Answer:

Tantangan utama, tentu saja, adalah penggunaan teknologi itu sendiri. Membuat anak-anak beradaptasi dengan teknologi semacam ini cukup sulit, terutama dengan adanya pembatasan membawa ponsel. Untuk memfasilitasi pembelajaran, anak-anak dapat menulis di kertas, yang kemudian diedarkan dari meja ke meja atau dari satu kelompok ke kelompok lain. Cerita yang dihasilkan diproyeksikan langsung

ke layar ketika satu kelompok selesai menulis ceritanya, sehingga kelompok lain dapat melanjutkan.

(The main challenge, of course, was the use of the technology itself. Getting children to adapt to this kind of technology is quite difficult, especially with restrictions on bringing mobile phones. To facilitate learning, children can write on paper, which is then passed from table to table or from one group to another. The resulting story is projected directly onto the screen when one group finishes its story, so that the other groups can continue.)

4. Bagaimana tanggapan siswa terhadap penggunaan Storybird dalam hal keterlibatan, kreativitas, dan kolaborasi?

(How did students respond to the use of Storybird in terms of engagement, creativity, and collaboration?)

Answer:

Mereka sangat antusias. Banyak yang biasanya pasif menjadi aktif dalam menjelaskan. Kreativitas mereka juga meningkat, karena mereka mampu mengembangkan cerita berdasarkan gambar-gambar tersebut. Kolaborasi mereka juga tampak lebih hidup karena mereka harus berdiskusi dan menyusun cerita mereka bersama-sama.

(They were very enthusiastic. Many who were usually passive became active in explaining. Their creativity also increased, as they were able to develop stories based on the images. Their collaboration also seemed more lively as they had to discuss and construct their stories together.)

5. Menurut Anda, seberapa efektif Storybird dalam membantu siswa meningkatkan kemampuan menulis mereka dibandingkan dengan metode tradisional?

(How effective do you think Storybird is in helping students improve their writing skills compared to traditional methods?)

Answer:

Saya rasa cukup efektif. Anak-anak menghasilkan lebih banyak ide karena gambar-gambar tersebut dapat merangsang imajinasi mereka. Dengan metode tradisional, banyak yang bingung tentang apa yang harus ditulis. Tetapi dengan Storybird, mereka dapat langsung terinspirasi oleh pilihan gambar.

(I think it's quite effective. Children come up with more ideas because the images can stimulate their imagination. With traditional methods, many are confused about what to write. But with Storybird, they can be directly inspired by the choice of images.)

6. Bagaimana evaluasi tersebut selaras dengan kemajuan belajar siswa selama penggunaan Storybird?

(How does the evaluation align with students' learning progress during Storybird use?)

Answer:

Saya mengamati kemajuan mereka selama proses dan produk akhir. Anak-anak yang sebelumnya tidak menyukai menulis sekarang mampu memberikan ide. Saya menyesuaikan evaluasi saya, tidak hanya berdasarkan tulisan akhir, tetapi juga berdasarkan proses kolaboratif.

(I observe their progress through the process and the final product. Children who previously disliked writing are now able to contribute ideas. I adjust my evaluations, not only based on the final writing, but also on the collaborative process.)

C. Appropriateness of Lesson Plan and Learning (Kesesuaian Rencana Pembelajaran dan Pembelajaran)

1. Bagaimana Anda memastikan bahwa rencana pembelajaran yang Anda buat sesuai dengan tingkat kemampuan siswa dan mendukung tujuan pembelajaran menulis saat menggunakan Storybird?

(How do you ensure that the lesson plan you create is appropriate for the students' ability levels and supports the writing learning objectives when using Storybird?)

Answer:

Saya menyesuaikan bahasa instruksional dan aktivitas dalam rencana pembelajaran dengan kemampuan siswa. Karena mereka adalah siswa MI (Multi-Information), saya memberikan langkah-langkah yang jelas dan sederhana untuk menulis. Tujuan tetap tercapai karena mereka masih belajar menulis, hanya menggunakan media yang berbeda.

(I adjust the instructional language and activities in the lesson plan to the students' abilities. Because they are MI students, I provide clear and simple steps for writing. The objectives are still achieved because they are still learning to write, just using a different medium.)

2. Dalam hal apa saja penggunaan Storybird memengaruhi cara Anda merencanakan dan menyampaikan pelajaran menulis?

(In what ways has using Storybird influenced the way you plan and deliver writing lessons?)

Answer:

Saya jadi lebih memperhatikan aspek visual dalam pembelajaran. Dulu menulis hanya dengan teks, sekarang saya mulai menyampaikan cerita dengan bantuan gambar supaya anak-anak lebih mudah memahami alur cerita.

(I've become more focused on the visual aspect of my teaching. I used to write only with text, but now I've started telling stories using pictures to help children understand the flow of the story.)

3. Apakah Anda melakukan penyesuaian terhadap RPP selama penerapan Storybird? Jika ya, apa yang mendorong terjadinya perubahan tersebut?

(Did you make any adjustments to your lesson plans during the Storybird implementation? If so, what prompted those changes?)

Answer:

Ya, ada beberapa penyesuaian. Terutama waktu dan metode. Saya sesuaikan karena ada kelas yang cepat dalam membuat cerita ada juga yang kesulitan merangkai

cerita, awalnya saya kira satu pertemuan cukup, ternyata butuh dua sampai tiga kali pertemuan untuk menyelesaikan satu cerita kolaboratif.

(Yes, there were some adjustments, particularly in terms of time and method. I made adjustments because some classes were quick to create stories, while others struggled to put them together. Initially, I thought one meeting would be enough, but it turned out it took two to three meetings to complete a collaborative story.)

D. Collaborative Writing Aspects

1. Bagaimana Anda memfasilitasi kegiatan menulis kolaboratif antar siswa selama aktivitas menggunakan Storybird?

(How do you facilitate collaborative writing activities between students during Storybird activities?)

Answer:

Saya bentuk kelompok kecil, dan tiap kelompok diminta berdiskusi dari awal tentang cerita yang ingin dibuat. Saya dorong mereka untuk saling memberi masukan, memilih gambar bersama, dan menyusun kalimat secara bergantian.

(I form small groups and ask each group to discuss the story they want to create from the beginning. I encourage them to provide feedback, choose images together, and take turns writing sentences.)

2. Apakah Anda membagi peran tertentu (misalnya penulis, editor, ilustrator) saat tugas menulis kelompok? Mengapa atau mengapa tidak?

(Do you assign specific roles (e.g., writer, editor, illustrator) during group writing assignments? Why or why not?)

Answer:

Ya, saya coba bagi peran supaya adil dan semua siswa bisa berkontribusi. Biasanya saya beri peran seperti pemilih gambar, yang mencari ide, dan penulis kalimat, kalau untuk editor mungkin bisa saya bimbing agar tulisannya lebih rapi dan masih banyak anak-anak yang Bahasa Inggrisnya masih belepotan. Tujuannya agar tidak ada yang hanya diam saja.

(Yes, I try to assign roles so that it's fair and all students can contribute. I usually assign roles like image selector, idea finder, and sentence writer. For editors, I might be able to guide them to improve their writing, as many students still have mixed English. The goal is to ensure no one is left standing.)

3. Bagaimana siswa bekerja sama dalam merencanakan, menyusun draf, dan merevisi cerita?

(How do students work together to plan, draft, and revise a story?)

Answer:

Mereka berdiskusi terlebih dahulu, lalu mulai menulis secara bergantian. Setelah selesai, biasanya mereka baca ulang bersama dan memperbaiki bagian yang belum sesuai. seperti saya katakana sebelumnya, saya juga ikut bantu memberi saran revisi.

(They discuss it first, then take turns writing. Once finished, they usually reread it together and correct any flaws. As I mentioned before, I also help with revision suggestions.)

4. Bagaimana Anda menilai hasil dari penulisan kolaboratif—apakah Anda mengevaluasi prosesnya, hasil akhirnya, atau keduanya?

(How do you assess the outcome of collaborative writing—do you evaluate the process, the final product, or both?)

Answer:

Keduanya. Saya nilai prosesnya—apakah mereka aktif berpartisipasi, bisa kerja sama, dan menghargai pendapat teman. Tapi tentu hasil akhir juga saya nilai, seperti struktur cerita, bahasa, dan kreativitasnya.

(Both. I assess the process—whether they actively participated, collaborated, and respected each other's opinions. But of course, I also assess the final product, such as the story structure, language, and creativity.)

5. Apa saja manfaat dan tantangan yang Anda amati ketika siswa menulis secara kolaboratif menggunakan Storybird?

(What benefits and challenges have you observed when students write collaboratively using Storybird?)

Answer:

Manfaatnya, mereka belajar kerja sama dan saling menghargai. Mereka juga bisa belajar dari ide teman. Tapi tantangannya, kadang ada yang terlalu dominan atau sebaliknya, ada yang kurang percaya diri. Saya bantu menengahi supaya semua anak terlibat.

(The benefits are that they learn to work together and respect each other. They can also learn from their peers' ideas. However, the challenge is that sometimes some students are too dominant, while others lack confidence. I help mediate so that everyone is involved.)

Untuk murid

(For student)

A. Experiencce of Using Storybird in Writing Activity

1. Apakah kamu suka membuat cerita, apalagi jika menggunakan Storybird sebagai media? Mengapa suka atau tidak suka?

(Do you enjoy creating stories, especially using Storybird as a medium? Why do you like it or dislike it?)

Answer:

*(*tidak suka menulis cerita. Namun dengan memakai gambar seperti penerapan aplikasi kami suka.*)*

2. Apakah kamu merasa kegiatan menulis menggunakan Storybird bersama teman itu menyenangkan, seru, atau menarik?

(Do you find writing activities using Storybird with friends fun, exciting, or interesting?)

Answer:

Writing with friends is definitely fun.

(Writing with friends is definitely fun.)

3. Apakah bekerja bersama teman membantumu dalam menulis? Bagaimana caranya?

(Does working with friends help you with your writing? How?)

Answer:

Ya, karena ada yang memberi saran atau bisa berdiskusi ketika Bersama teman

(Yes, because there are those who give advice or can discuss things with friends.)

4. Apakah kamu merasa percaya diri saat menulis cerita dengan bantuan Storybird?

(Do you feel confident writing stories with the help of Storybird?)

Answer:

Malu karena ada temannya yang lihat. Malu karena tulisannya jelekk

(Embarrassed because a friend saw it. Embarrassed because his handwriting was bad.)

5. Apakah kamu merasa interaksi dengan teman saat menulis bersama lebih hidup dibandingkan dengan cara belajar biasa?

(Do you feel that the interaction with friends when writing together is more lively than the usual way of studying?)

Answer:

Ya, karena bisa kelompokkan dan berbagi pemikiran

(Yes, because you can group and share thoughts.)

B. Storybird's Impact on Writing skill

1. Apakah kamu merasa didukung atau semangat saat menulis menggunakan Storybird?

(Do you feel supported or encouraged when writing using Storybird?)

Answer:

Ya, karena bisa membuat cerita sesuai dengan keinginan sendiri

(Yes, because you can create a story according to your own wishes.)

2. Apakah lebih mudah atau tidak untuk mengembangkan ide menulis saat memakai Storybird?

(Is it easier or not to develop writing ideas when using Storybird?)

Answer

Lebih mudah:

(It's easier)

3. Apakah kamu belajar kata baru atau merasa kemampuan menulismu meningkat? Bisa beri contohnya?

(Have you learned any new words or feel like your writing skills have improved? Can you give an example?)

Answer:

-      Once   upon   a   time: pada   suatu   hari
- Lived a cat: hiduplah seekor kucing.

(- Once upon a time: once upon a time

- Lived a cat: there lived a cat.)

C. Collaborative Writing Aspects

1. Apakah kamu dan teman-temanmu berdiskusi dulu sebelum mulai menulis cerita?

(Do you and your friends discuss things before you start writing a story?)

Answer:

. Ya kami berdiskusi terlebih dahulu

(Yes, we discuss it first)

2. Apakah temanmu membantu saat kamu bingung atau tidak tahu suatu kata? Apa yang mereka lakukan?

(Do your friends help you when you're confused or don't know a word? What do they do?)

Answer:

Ya, teman kami ikut mambantu saat kami kebingungan.
(Yes, we help our friend when we're confused)

3. Apakah kalian semua mendapat giliran untuk menulis atau menambahkan sesuatu ke dalam cerita? Bagaimana rasanya?

(Do you all get a turn to write or add something to the story? How does that feel?)

Answer:

Ya, kami mengerjakan secara bergiliran sambil berdiskusi pada tiap langkahnya

(Yes, we work in turns while discussing each step)

4. Apakah kamu belajar hal baru saat bekerja bersama teman, seperti ide atau kata baru?

(Do you learn anything new when working with your friends, such as new ideas or words?)

Answer:

Ya, dengan teman lebih mudah untuk memudahkan ide, karena ada yang memberi ide disaat ingin melanjutkan cerita.
(Yes, with friends it is easier to come up with ideas, because there is someone to give ideas when you want to continue the story.)

5. Bagaimana perasaanmu saat kelompokmu selesai menulis ceritanya? Apakah kamu merasa bangga atau senang? Mengapa?

(How do you feel when your group finishes writing the story? Do you feel proud or happy? Why?)

Answer:

Ya senang, karena sudah berhasil mengarang satu cerita dan hasil dengan teman-teman.

(Yes, I'm happy, because I've succeeded in writing a story and sharing the results with my friends.)

Appendix VIII

Documentation: Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MI Mambaul Ulum Sepanjang
Kelas/Semester	: VI/Genap
Alokasi Waktu	: 1 x 60 menit
Mata Pelajaran	: Bahasa Inggris
Materi	: Collaborative Narrative Writing

A. Kompetensi Inti (KI) – K-13 SD/MI

- KI-1: Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
- KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi.
- KI-3: Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan, dan kegiatannya, serta benda-benda yang dijumpainya di rumah dan sekolah (termasuk bahasa Inggris sebagai muatan lokal).
- KI-4: Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, logis, dan kritis, dalam karya yang estetis, dalam gerak yang mencerminkan anak sehat, dan tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia (termasuk penggunaan bahasa Inggris sederhana secara lisan dan tulis).

B. Kompetensi Dasar (KD) – Diselaraskan dengan Mulok Bahasa Inggris Kelas VI

- KD Pengetahuan (3.1): Mengidentifikasi fungsi sosial, struktur teks (orientation–events–closing/resolution), dan unsur kebahasaan (kosakata karakter, tempat, waktu; kalimat sederhana; sequence connectors: *first, then, next, finally*) pada teks naratif sangat sederhana berbasis gambar.
- KD Keterampilan (4.1): Menyusun/menyajikan teks naratif sangat sederhana secara terbimbing dalam bentuk cerita bergambar (Storybird) secara kolaboratif dengan memperhatikan koherensi antarbagian.

Catatan: Penomoran KD menyesuaikan silabus Mulok Bahasa Inggris sekolah.

C. Indikator Pencapaian Kompetensi (IPK)

Pengetahuan (KI-3)
3.1 Menjelaskan tujuan penggunaan aplikasi Storybird untuk menulis cerita.
3.2 Menyebutkan unsur dasar cerita (tokoh, latar, alur sederhana).
3.3 Mengidentifikasi kata penghubung urutan (*first, then, next, finally*).

Keterampilan (KI-4)

4.1 Memilih 1 gambar yang relevan untuk bagian cerita kelompok.

4.2 Menulis 1–2 kalimat sederhana yang melanjutkan orientation yang dimodelkan guru.

4.3 Berkolaborasi secara bergiliran (round-robin) sesuai waktu (5 menit/kelompok) agar cerita kelas terbentuk utuh dan koheren.

D. Tujuan Pembelajaran (ABCD)

Given contoh *orientation* yang dimodelkan guru pada Storybird dan perangkat bersama, students in groups of 4–5 will compose 1–2 simple English sentences to continue the class story and choose 1 relevant image, within 5 minutes per turn, achieving a minimum rubric score ≥ 70 (coherence, vocabulary, grammar, image relevance) while collaborating respectfully.

E. Materi Pembelajaran

1. Pengenalan aplikasi: apa itu Storybird, kegunaan, cara akses (akun kelas/perangkat bersama).
2. Unsur teks naratif: orientation (who, where, when), simple events, closing.
3. Kosakata: people (boy, girl, teacher, friend), places (school, village, library), actions (find, help, go, see), adjectives (happy, lost, brave).
4. Kaidah bahasa: kalimat sederhana S + V + O/Adj; kapitalisasi awal kalimat, titik di akhir; sequence words (*first, then, next, finally*).
5. Contoh model (mentor text): orientation 2–3 kalimat oleh guru di Storybird.

F. Pendekatan, Metode, & Model

- Pendekatan: Saintifik (observing–questioning–experimenting–associating–communicating) dipadukan dengan sosiokultural Vygotsky (ZPD & scaffolding).
- Model: Teacher-driven storytelling; collaborative writing; round-robin rotation antar kelompok.
- Metode: demonstration, guided practice, peer discussion, gallery reading.

G. Media, Alat, & Sumber Belajar

- Media/Alat: perangkat (laptop/HP) per kelompok, LCD/proyektor, koneksi internet, Storybird (akun kelas), timer.
- Alternatif offline: kartu/gambar cetak; lembar kerja menulis.
- Sumber: bank gambar Storybird; word bank & sentence starters dari guru.

H. Langkah-Langkah Pembelajaran (60 menit)

1) Pendahuluan (±10 menit)

1. Salam, doa, absensi, dan penguatan sikap (KI-1 & KI-2).
2. Apersepsi: tanya jawab singkat tentang cerita favorit; tampilkan 1 contoh halaman Storybird.
3. Penjelasan alur pengerjaan yang mana akan sesuai dengan urutan plot cerita.

2) Kegiatan Inti (±40 menit)

A. Eksplorasi & Elaborasi (±10')

1. Guru menjelaskan aplikasi Storybird: fungsi, untuk apa, dan cara memanfaatkannya (demo singkat di layar).
2. Guru mengelaborasi alur & genre/tema cerita sederhana; kelas berdiskusi & voting tema (atau guru menetapkan bila ragu).

B. Pemodelan (±5')

3) Guru memberi contoh: menulis orientation (2–3 kalimat) pada Storybird, sekaligus memilih 1 gambar sebagai stimulus.

C. Kolaborasi Terstruktur – Round Robin (±20–25')

4) Pembagian kelompok: 4–5 kelompok (4–5 siswa/kelompok).
5) Giliran menulis: tiap kelompok 5 menit untuk:

- memilih 1 gambar yang relevan untuk bagiannya;
- menulis 1–2 kalimat sederhana melanjutkan cerita.
6. Peran guru sebagai "main brain": menginisiasi, memandu, memberi peran, dan scaffolding sesuai kebutuhan (kosakata, ejaan, sentence starters).
7. Rotasi kelompok sampai semua mendapat giliran; jaga koherensi antarbagiannya.

D. Konsolidasi (±5')

8) Membaca bersama: guru membacakan cerita utuh ke kelas; siswa menilai hal yang ba dan perlu perbaikan (koherensi, ejaan, kapitalisasi).

3) Penutup (±10 menit)

1. Refleksi 3-2-1: 3 hal baru, 2 kesulitan, 1 rencana perbaikan.
2. Umpan balik guru terkait proses dan hasil.
3. Tugas ringan (opsional): bawa 3 kosakata baru atau 1 gambar untuk mengembangkan complication pada pertemuan berikutnya.
4. Doa penutup & salam.

I. Penilaian (Asesmen) & Instrumen

1) Sikap (KI-1 & KI-2)

Teknik: Observasi selama kolaborasi.
Instrumen: Lembar Observasi Sikap Kolaboratif (skala 1–4).
Aspek: kerjasama, menghargai giliran, komunikasi sopan, tanggung jawab peran.

Format Lembar Observasi Sikap

No	Nama Siswa	Kerjasama (1–4)	Menghargai Giliran (1–4)	Komunikasi Sopan (1–4)	Tanggung Jawab (1–4)

No	Nama Siswa	Kerjasama (1–4)	Menghargai Giliran (1–4)	Komunikasi Sopan (1–4)	Tanggung Jawab (1–4)	Catatan
1						

2) Pengetahuan (KI-3)

Teknik: Kuis lisan 3–5 pertanyaan singkat.
Contoh butir: 1) Apa itu *orientation*? 2) Sebutkan 2 *sequence words*. 3) Sebutkan 1 unsur cerita (tokoh/latar).
Kriteria: Minimal 2 jawaban benar dari 3 pertanyaan.

3) Keterampilan Menulis (KI-4)

Teknik: Penilaian produk (bagian kalimat yang ditulis kelompok pada Storybird).
Rubrik Keterampilan (Skor 0–4 per aspek; Bobot sama)

Aspek	0	1	2	3	4
Koherensi	Tidak nyambung	Sedikit nyambung	Cukup nyambung	Umumnya nyambung	Sangat koheren & mengalir
Kosakata	Tidak relevan	Sangat terbatas	Dasar & kadang salah	Cukup beragam	Tepat & beragam sederhana
Tata bahasa & mekanik	Banyak kesalahan	Sering salah	Beberapa salah	Minor errors	Akurat; kapitalisasi & titik benar
Kesesuaian gambar	Tidak sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai & mendukung cerita

Konversi Nilai: Jumlah skor/16 × 100; KKM: 70.
Umpan Balik: langsung setelah pembacaan cerita kelas.

J. Diferensiasi & Dukungan

- Konten: word bank & *sentence starters* untuk siswa yang membutuhkan; tantangan tambahan untuk siswa mahir (tambahkan 1 kalimat ekstra dengan *then/next*).
- Proses: peran dalam kelompok (penulis, pembaca, *timekeeper*, *image chooser*).
- Produk: variasi panjang kalimat sesuai kemampuan; penggunaan gambar alternatif jika koneksi lambat.

K. Penguatan Literasi Digital & Etika

- Menggunakan akun kelas (tanpa data pribadi), menghargai karya teman, tidak mengunggah konten di luar izin guru.

Apppendix IX

Documentation: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL

Appendix X

Documentation: Students' work on Storybird: Exploring The Implementation of Storybird Application in Collaborative Writing for EYL
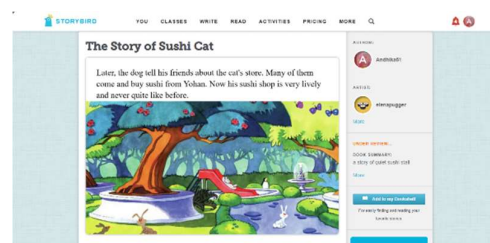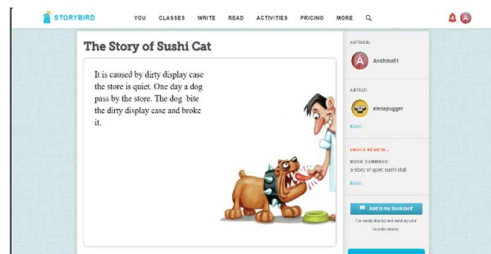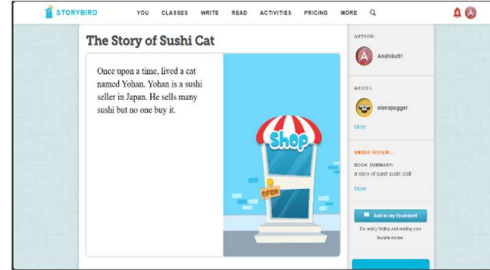
Appendix XI

CURRICULUM VITAE

Name   : Andhika Cahya Suprana

Place and Date of Birth   : Malang, 14th October 2002

Gender   : Male

Faculty   : Faculty of Education and Teacher Training

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Educational Background

1. MI Mambaul Ulum Sepanjang (2008-2014)

2 MTsN Malang III (now I or MASANEGA) (2014-2017)

3. MAN 1 Kab. Malang (2017-2020)

4 English Education Department UIN Malang (2021-Now)