

Enhancing Writing through Digital Storytelling: Storybird

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Abstract

English in the 21st century can be uniquely challenging especially to students due to the fact it is a difficult language to master. One major problem which most students are likely to encounter is 'writing blocks' which hinders them from producing good ideas which may lead to their poor writing skills. As a result, students think that writing is a boring activity to do thus feel less motivated to write. However, the wave of 4th industrial revolution has given insight to language teachers to cope with the problem by bringing technology into the classroom in tackling this educational issue. The idea of assimilating digital storytelling inside the classroom is seen as an excellent move in coping with poor writing skills among students. Therefore, this research deals with the use of 'Storybird', an arful storytelling platform in enhancing students' writing skills which was conducted among 40 participants from a semi-rural primary school in Kedah. Classroom observation and task-based learning have been administered in order to collect the data. This research approach also designed to develop and improve teaching and learning in class. The analysis of the data reveals that most pupils find interactive online writing as stimulating activities in enhancing their writing skills. The findings of the study are hoped to provide teachers and policymakers suggestions in designing interactive lessons which will improve students' writing skills in a digitally creative manner.

Keywords: Digital Storytelling, Education, ESL Writing, Language Learning, Storybird

1. Introduction

Literacy skills especially reading and writing are two key indicators of high student performance; those who are able to 'grasp' the skills of writing will probably enjoy doing it. However, writing is considered as a difficult skill to master if one does not have enough exposure to the language especially English. It can also be a challenging task particularly for ESL students who are easily bored with chalk-and-talk method. Developing these skills in students can be extremely difficult because writing is a fundamental skill that many students lack. According to [1], writing is not a spontaneous skill or acquired easily, indeed it is viewed as probably the most difficult thing to do in language. Lots of ESL learners have problems with writing as shown through their writing products. Many students hated to write due to certain circumstances. He further added that one of the problems is due to learners' poor pre-requisite knowledge to write effectively. As [2] puts it, most learners lack good content, organization, language use, vocabulary, grammar, and mechanic. Moreover, those difficulties resulted from learners' lack of vocabulary, a poor grasp of grammatical structures, the incorrect use of punctuation marks, incorrect spelling, poor paragraph and sentence structure, and illogical sequence [3]. These difficulties not only affect learners' academic success but also hinder their professional progress.

Writing is a crucial skill for people particularly to students. According to [4], if the students can write clearly, thus they can express their ideas convincingly to others – in college, on the job, and in their personal life. [5] as cited by [6] stated that writing is regarded as culturally specific and learned behaviours which can be acquired through formal teaching much like the ability to swim. [5] also makes analogies of the difficulties of writing to

those of swimming, for even though one learns to swim and to write, but that does not imply they can master the skill even if they are proficient in the language itself. In line with that, [1] specified that writing is a complex, cognitive process which requires sustained intellectual effort over a considerable period of time. It is a well-known fact that writing requires the writer's full attention and concentration [3].

Nevertheless, writing is also regarded as a difficult skill to comprehend [7]. This is because students need to put their thinking together onto the paper, organize the ideas while encouraging their ability to summarize, analyse and criticize. Without the mastery of language elements such as grammar, vocabularies, writing mechanics and etc., students might encounter writing blocks where they are not able to come up with enough ideas to write, confuse in grammar usage, inappropriate use of vocabularies or even the interference of mother tongue in their writing. Many students struggled with writing and the first sentence is often the most difficult. They find it difficult to even start writing the first sentence. They tend to think that writing is a time-consuming process or even such a boring activity which leads to cheating by producing look-alike essay which contains numerous errors. Students become less motivated to write due to the unattractive and unchallenging activity to arouse their interest in writing [8]. Some blame it on their 'writer's block' which hinders them from producing good ideas, but there are actually several reasons contributing.

One of writing difficulties face by learners is an inappropriate pedagogic approach. Traditional writing lesson in class is seen to be boring for some students because it was merely oriented on teachers rather than students who were passive observers of teacher's explanation. Conforming to [9], students are likely to form a fear of being corrected in front of their friends if they were

to say or answer something wrong. They choose to play safe which in a way limit their creativity. [9] further added that the action will also reduce the chance of learning, growing and contributing something unique to the society.

Thus, integrating new digital tools into teaching requires shifting the ways how participation and collaboration are valued so as to create spaces in which students can share their expertise. This dynamic has changed the traditional roles of teachers and students in today's classrooms since teachers no longer solely hold all the knowledge and expend it to their less knowledgeable students. In this 21st-century world nowadays, learning can be viewed as using educational technologies to apply knowledge to new situations, analyse information, collaborate, solve problems, as well as making decisions. This also applied to the role of English language in Malaysia which is seen to be at par with the advancement of technology in present day.

The use of technology as a resource in language education is rapidly escalating, and open up possible opportunities for developing second language skills. One of the many avenues is Storybird, an internet innovation which is authentic and dependable as well as provides students with a real-world activity. Realizing its significance, Storybird is seen as a perfect language tool to serve for the purpose. It uses wonderful artwork from artists all over the world to help inspire students in writing amazing stories. There is a huge library of artwork to choose from, and this tool allows the students to use the illustrations to create picture books, essays, and even poetry. This platform provides students in producing creative stories in a digital manner as well as helped reinforce the content they have learned in class. It is also an effective tool for teachers to be used in a variety of different classroom settings. The friendly-user features enable teachers to set up the students' accounts without having to provide any email addresses for them. Teachers also have the ability to set up classes and open discussion for students within Storybird.

Therefore, this study was designed to explore the effectiveness of using Storybird in enhancing ESL students' writing skills. In order to achieve the purpose of this study, the following research questions were addressed:

- a) Does using Storybird effective in enhancing ESL students' writing skills?
- b) What is the impact of using Storybird in the classroom?

It is hoped that the findings from this study could be used to inform policy makers and teachers on how to provide appropriate educational programs which suits the needs of these pupils in their classroom practices.

2. Literature Review

Writing in the 21st century is no longer view as a difficult skill to teach but it has emerged to be a teachable skill which enables writers to employ many types of digital technology tool through a platform including various online applications and social networking. It is similar to the concept of collaborative writing where technology is used in engaging learners to practice the true experience of collaboration with web 2.0. In a society which is consistently aided by the Internet, the need for computer literacy is seen as crucial especially among young adolescents who are loyal users of this invention. Thus, the goal for teachers is to prepare students to meet these demands so that the methods used to engage students with computer literacy in school will be in conjunction with those ways they authentically engage outside school. Through these experiences, students will be able to use these new practices to experiences and learn key components of language skills especially writing. Most teachers use and teach with digital tools to facilitate the students' writing development in meeting several standards laid by the government. This is supported by [10] as cited by [11] which stated that technology allows students to have unlimited access to resources and tools

which facilitate language learning. Furthermore, integrating the digital literacies in teaching has created an opportunity for teachers to engage students to experience authentic learning practices.

However, with the advancement of technology in the 21st century especially during Web 2.0 era, writers emerge from everywhere [12]. The writer further added that in this new composing era, people are writing to share, encourage dialogue and must importantly to participate. As much as writers are everywhere, so too are audiences. The advancement of technology has provided unlimited access to resources and tools which facilitate language learning. In fact, as mentioned by [12], this 21st-century writing marks the beginning of a new era in literacy, a period call the Age of Composition where composers become composers through an extracurricular social co-apprenticeship. She also stated that scholars of composition have the opportunities to learn writing authentic texts collaboratively through service learning sites and websites. This platform allows communication to be freely exchanged digitally and expanded not only in certain places but all over the world [12].

There has been a growing interest in using computers and internet to improve on the effectiveness of teaching and learning at all levels and in both educational and non-educational settings [13]. Besides that, the use of digital tools has shown to be effective in enhancing learning. This is further supported by a research from [14] which stated that the use of ICT in ESL classroom is one of the most widely discussed issues in the field of education. There is no doubt that using ICT in education improves teachers' instructional process and facilitates students' learning process. A great number of studies have shown the advantages and disadvantages of using ICT in ESL teaching and learning; however, there is a need for more studies especially on the effectiveness of using this digital storytelling platform in teaching and learning. [15] stated that there is lack of academic research to indicate that digital storytelling can help to improve standards of literacy in the classroom.

Digital storytelling is a powerful technology tool especially for 21st-century classroom [16]. He indicated that digital storytelling appears to be a new form of documenting writing experiences with the help of multimedia video creations, blogs and social network [17]. Many educators around the world choose to use this digital storytelling platform in the classroom because of its combination of various literacy namely digital literacy, technology literacy, visual and information literacy [16]. Studies have shown that digital storytelling has shown effective results in enhancing language learning in variety of contexts. [18] as cited in [11] mentioned that digital storytelling offers numerous advantages in education such as creating real-life situations, engaging students' interest and improving the involvement of students in learning process. It is also seen as a compelling activity to be used in teaching writing because of the involvement of visual representation of the ideas delivered by this digital learning platform.

One of the most popular digital storytelling sites which gained a million users worldwide is a Storybird. A study by [11] on students' experience of using Storybird in writing ESL narrative text discovered that students' engagement in class was evident when using Storybird in writing lessons. Most students reportedly prefer to work collaboratively because they get to share their feelings and thoughts with friends in gaining more ideas to write. It is also stated that Storybird is proved to be a great tool in engaging students to write narrative text since it helps to bring students into the world of virtual storytelling through its beautiful images and unique features. However, despite the wonderful features provide by Storybird, students still need exposure to different aspects of good writing and writing quality.

In another study by [19] on writing skill enhancement when creating narrative texts through the use of collaborative writing and web 2.0 tool illustrated that Storybird led learners to raise

awareness about their writing skills and their weaknesses and strengths. He further revealed that learners were able to increase their eagerness in completing their writing task through self and peer corrected partners. This is because these students felt motivated to write if they knew somebody else was going to read them. [20] as cited by [19] claimed that collaborative learning experiences enhance students' motivation and reduce stress due to a positive affective climate. The respondents from similar study also argued that they felt encouraged to write their stories, not because of Storybird application itself but because they think that the idea of using images contributes to their fluency in the production of ideas in creative ways.

3. Methodology

This study is an action research which adopts a mixed-method approach to explore the effectiveness of using Storybird in enhancing student's writing skills. To carry out this enquiry process, research action plan developed by Kurt Lewin in the Model of Action Research have been selected. A three-step spiral process as described was used in this research. The steps include (1) planning that involves reconnaissance; (2) taking action; and (3) fact -finding of the result of the action. This action research was conducted in two cycles.

This research was conducted in a suburban school in the district of Langkawi, Kedah. The respondents in this study were 35 year 5 pupils from the designated school. These pupils were selected based on several reasons namely (i) English test results; (ii) ability to write; and (iii) motivation towards writing lesson. The school is situated in the suburban area of Langkawi, Kedah where most pupils have low proficiency level in English due to lack of exposure towards the language. However, the selected respondents were mainly intermediate level of English user in which their use of English is limited to the classroom context only. However, these pupils were expected to know and have at least basic knowledge of English.

The duration of this study took place for almost four weeks where the researcher spent five contact hours with the participants in a week which was made up of an hour for each class every day. There were approximately 20 contact hours with the students. It was carried out according to the schedule of English language period in that particular class. The time used for the research was as advised by the subject teacher. All pupils involved in this study underwent a chain of activities set up by the researcher.

In the first phase, problems faced by students in writing lessons were identified. Most of the respondents facing difficulty in writing due to poor writing skill and lack of vocabularies. Some of the students were reported having problems engaging in activities conducted in the classroom because of their poor attention level towards learning. For this particular phase, the researcher designed learning activities using conventional chalk-and-talk in class. The teacher introduced how to write simple stories using traditional teaching methods for the first ten contact hours. During the first ten hours, writing lesson was introduced to the participants using 'chalk and talk' and a few demonstrations. The researcher had to alternately use the Malay language in between the lesson to help the students to comprehend the instructions. Few of the students shared some of their storylines in front of the class. However, most of them were comfortable to respond in Malay. The rest were very passive and hesitant to respond. The participants can hardly recall what they have learned. The researcher drew a concept map about how to write a simple story on the board and got the pupils to copy it in their exercise books. An exercise was given where the participants were required create a simple story on their own. The researcher then guided the participants to write their storyline as well as provided them with a simple note. The lesson continued with participants came up with a number of sentences for their stories. Finally, in the tenth lesson,

students' work were administrated and collected. A simple English test consist of essay questions was given at the end of this cycle and their responses were recorded.

The second phase of the research was conducted as the improvement actions. This was when the students were introduced to Storybird website. The researcher implemented the idea by writing simple stories using Storybird for the remaining ten contact hours. This was purposely done to observe any significant difference in the students' comprehension and skill between the two teaching approaches. They were taught how to access the application through the link posted on the whiteboard. Then, they went online into the link and log into account created by the teacher where they need to carry out assignments given. Every students' Storybird account was created by the researcher prior to each lesson containing an assignment to be completed.

After that, students planned their ideas and laid out the sequence of illustrations using graphic organizes. Students chose what types of pictures for the story and when and where to put them together. Then, the learners start by choosing artwork for their story in which they can search for specific images according to things such as rabbits, picnic or according to themes, happiness, shopping, family and etc. before adding them to the pages of their book and starting writing. They were also given the opportunity to practice navigating through the Storybird application and familiarized themselves by experimenting with different text, images and sequences of their planned ideas and stories. As the students completed the task given, teacher ensured all students write their stories according to what they have written in the graphic organizer. In doing so, teacher checked their work by making sure they followed the guidelines given and edited the spelling errors, grammatical errors as well as checked for any layout errors before asking the learners to publish the work. Last but not least, students shared their story by presenting them in class. The other peers evaluated and make corrections of their friends' work if any. Last but not least, students went through a simple writing test consist of essay questions at the end of the cycle and their responses were recorded. Marks before the execution and after execution were recorded and compared. Graphic image of how Storbyird was integrated into ESL classroom for the study is shown in Figure 1 below.

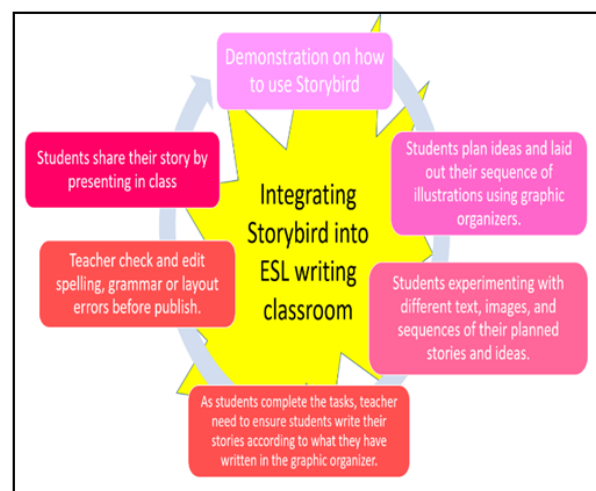


Fig. 1: Graphic Organizer on how to integrate Storybird into ESL writing classroom

These respective students were then asked to complete a set of questionnaires containing questions about their experience of using Storybird and its contribution in enhancing their writing skill. The last stage was evaluating and fact-finding of the results of the actions. This final stage was conducted after all data gained completely. It was conducted to evaluate the effectiveness of Storybird in enhancing learners to write in ESL classroom as well as their perception and attitude towards the use of Storybird in the

class. If the target had not been achieved significantly, then the second cycle of the classroom action research had to be conducted.

In conducting this study, several types of data collection were applied. The first one is the writing tests given to the students before and after the intervention executed. The test utilised in this study was developed by the researcher to suit the students' level of proficiency. The researcher designed the test into a form of worksheet where the students need to come up with several simple sentences based on the pictures given. Several experienced teachers who have been teaching the subject then evaluated the worksheet. Some modifications were made based on the teachers' comments and recommendations. There were 2 questions and the time to answer the questions was 30 minutes each. The students have to write a simple story using pictures given. The test was administrated twice; before and after integrating the Storybird. The aim was to find out the difference in the students' ability to write a simple story using traditional teaching methods and with the integration of the Storybird.

Another type of data collection was survey. It was conducted at the end of first and second cycle to examine any differences before and after the action research were conducted. The questionnaires used was 4-point Likert scale questionnaires. A similar instruction was provided by the teacher in both the first and second cycle. The participants were required to respond on each item based on the given rating scale: Strongly Disagree (1 star), Disagree (2 stars), Not sure (3 stars), Agree (4 stars) and Strongly Agree (5 stars). The participants were given further explanation if they did not understand any items of the survey. They were to react by selecting from among existing scales. Examples of Likert Scale Student Satisfaction Survey is displayed in Table 1 below:

Complete this survey by indicating how many stars to mark your level of agreement for each statement.

Please indicate on how much do you agree with the following statements by using (★).

- 1- Strongly disagree ★
- 2- Disagree ★★
- 3- Not Sure ★★★
- 4- Agree ★★★★
- 5- Disagree ★★★★★

Table 1: Likert Scale Student Satisfaction Survey

No	Questions	Rate ★
1	I enjoyed writing.	
2	I enjoyed learning using Storybird.	
3	I can write better using the pictures/ illustrations in Storybird.	
4	I can write simple sentences.	
5	I know how to write simple sentences.	
6	I can write stories on my own.	
7	I am confused and I don't understand the lesson today.	
8	I don't know how to use Storybird.	
9	Storybird is interesting.	
10	Storybird helps me write better.	
11	I wish my teacher will always use Storybird in the lesson especially writing lesson.	

All data collection techniques were applied in order to answer research questions which are; (a) Does using Storybird effective in enhancing ESL students' writing skills (b) What is the impact of using Storybird in the classroom. Data taken from the records of the writing tests and survey were analysed.

3. Result

The results of the writing tests were recorded and divided into tables below.

Table 2: Writing test results

Class	First Writing Test result		Second Writing Test result		Difference in %
	Total no of students	Total Pass (%)	Total no of students	Total Pass (%)	
5 C	35	17 (48.57%)	35	25 (71.42%)	22.85%

Table 2 above shows the results for writing test 1 and writing test 2 for pupils from year 5 Cemerlang. For the first writing test result, only 17 out of 35 pupils passed the writing test with 48.57%. This indicate that another remaining 18 students in the class failed and were not able to answer the writing test given. However, the results for second writing test have shown an increment where 25 out of 35 students able to pass in the assessment with 71.42%. Another 10 students were reported to have an improvement in their marks although they were not able to get a pass. There is 22.85% difference in which the result seem to improve compared to the first writing test administered. Generally, the findings from Table 2 indicates an improvement in the percentage of year 5 Cemerlang Writing test results. Based on the comparison of the two test results, it could be concluded that many students were able to improve on their writing skills with the use of Storybird.

Table 3: Students survey results based on number of the respondents

Questions	Number Of Respondents				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I Enjoyed Writing.	15	8	3	6	3
I Enjoyed Learning Using Storybird.	28	4	3	0	0
I Can Write Better Using The Pictures/ Illustrations In Storybird.	30	2	3	0	0
I Can Write Simple Sentences.	11	17	6	1	0
I Know How To Write Simple Sentences.	15	10	7	2	1
I Can Write Stories On My Own.	5	18	7	5	0
I Am Confused And I Don't Understand The Lesson Today.	0	0	6	5	24
I Don't Know How To Use Storybird.	0	0	9	11	15
Storybird Is Interesting.	35	0	0	0	0
Storybird Helps Me Write Better.	30	3	2	0	0
I Wish My Teacher Will Always Use Storybird In The Lesson Especially Writing Lesson.	28	4	3	0	0
Total	197	66	49	30	43

Table 3 above shows 15 out of 35 students strongly agree that they enjoyed writing while another 8 students agree that they enjoyed writing. Another 3 students were not sure whether they enjoy writing or not. 6 out of 35 students stated that they do not enjoy learning whilst 3 students do not enjoy writing at all. For the second item, 28 out of 35 respondents strongly agree that they enjoyed learning using Storybird application while another 4 agree that they enjoy using Storybird in the class. However, 3 students were not sure about the use of Storybird in the classroom. Most respondents seem to write better using pictures and illustrations in Storybird. This is supported with 30 out of 35 students strongly agree that they learn better with the help of Storybird. Another 2students responded with agree that they write better with

Storybird and another 3 students chose not sure for this particular item.

For question number 4, only 11 out of 35 students strongly agree that they can write simple sentences while another 17 agree that they can write simple sentences. 6 out of 35 students were not sure while only 1 student disagree with the statement that he/ she can write simple sentences. 15 out of 35 students certainly know how to write simple sentences while another 10 students agree that they know how to write simple sentences. Another 7 out of 35 students answered not sure to the item whilst another 2 students disagree that they know how to write simple sentences. On the other hand, only 1 student stated that he/ she do not know how to write simple sentences.

However, for the next item, only 5 students strongly agree that they can write stories on their own while another 30 students were not certain that they can write stories on their own. 18 students chose to agree that they can write story on their own and another 7 respondents answered not sure and 2 students answered disagree. On another note, 24 out of 35 students strongly disagree that they are confused and don't understand the lesson carried out. This implied that the objectives of carrying out this activity in class had achieved the target. Only 5 out of 35 students disagree with the statement while another 6 students were not sure what have they learnt in the class. For the next item, 15 out of 35 students responded strongly disagree with the statement "*I don't know how to use Storybird*". This indicated that these 15 students know how to use Storybird well. Another 11 students responded agree with the statement which also implied that they knew how to use Storybird but with several limitations. Another 9 students responded with not sure on how to use Storybird. Nonetheless, for the ninth item which is Storybird is interesting, all students responded with strongly agree that the digital storytelling platform was definitely interesting to be used in class. 30 out of 35 students strongly agree that Storybird helps them write better while another 3 agreed to the statement and only 2 students not sure about it. Last but not least, 28 out of 35 students wished that their teacher will always use Storybird in writing lesson. Another 4 students responded with agreeing to the statement while another 3 students not sure about it.

In general, the findings from Table 3 indicates that most respondents strongly agreed that Storybird was effective in enhancing their writing as well as provides a better writing platform for learners to engage in ESL classroom in which the application somehow serves as a good exposure for them to experience learning according to their own pace.

5. Discussion

Based on the analysis of the data provided, it could be concluded that Storybird was effective in improving students writing skill especially in developing creative ideas and critical thinking. Students were noted to have made instantaneous progress as well as experienced more fun process in their writing lesson. [21] as cited by [8] in her research recommended that Storybird is undoubtedly a great tool for teaching creative or narrative writing especially for young learners. It has been proved by successful in English language class conducted prior to the study. She indicated that the remarkable result showed by Storybird was able to maximize learning opportunities through meaningful learner involvement.

On a different note, Storybird not only allows the students to write amazing stories, alas it also allows them to create little books on their own by printing them in a variety of different ways. The use of Storybird experience is related to the two highest levels of Bloom's Taxonomy namely creating and evaluating. This is shown where students need to create their own story with the help of Storybird before they can publish them. In order to create their story, these learners need to have the skill of analysing which plays an important role in the creation of new stories. This is

evident when a student chooses artwork from an artist, they are limited to creating a story within the chosen artwork submitted by that particular artist [8]. Therefore, in that situation, students will have to analyse the pictures given and work within that set to create a story that is interesting and makes sense. If a student does not want to write a story using one artist's artwork, they also have the option to use art that is tagged with the same word. A student may then create a story with all of the pictures which share the same tags. However, there are some limitations in using this tool. Students can only choose art by a particular artist in which might hinder their creativity since some pictures do not really related to each other. So far there hasn't been any way to combine artworks from two different artists to create a story. Yet, the students were still able to carry out the task excellently despite the constraints.

As stipulated by the data provided, majority of students stated that they enjoyed creating stories and little books of their own. They almost unanimously stated that they liked having their classmates and the teacher to comments on their stories [19]. Undoubtedly, students were seen to be more focused and comfortable with using Storybird in helping them improve the writing skills. A large majority also found the activity motivating and effective in improving their marks for essays writing. During the process, it can be concluded that these participants felt encouraged to produce their stories because Storybird offers the possibility to write collaboratively using various illustrations provided. It was indeed a new experience for most of these learners since they were not only learning but were producing own storybooks. It is hoped that in order to improve the efficiency of English, students will be more willing to write, share and publish their storytelling experience not only with their classmates but people all over the globe.

6. Conclusion

In general, this study has shown that Storybird is indeed a great tool in engaging students to write narrative text as it brings students into the world of virtual storytelling with its interesting and beautiful images, ready to be crafted into stories by the users. The use of Storybird is effective in improving the students' writing skill. They developed creative thinking and experienced more fun during the process of writing. The participants felt encouraged to create their stories because Storybird offers the possibility to do collaborative writing using art galleries to create storyboards, and that was new for the groups of learners [20]. Publishing stories gave the students a huge sense of pride in their creations. It is great to see such excitement among students about creative writing since it does not only help to build their writing skills but their confidence level. [20] eloquently stated that in view of students' positive responses towards the use of Storybird in writing lesson, teachers should consider utilizing the wonderful features offered by this application to nurture the habit of writing among younger generations who are very skilful in using technology. Thus, it is recommended that this pedagogical tool be meaningfully integrated into classroom lesson especially writing and reading to develop literacy skills among students. Nevertheless, despite the limited scope of this study which only explores on students' experience of using Storybird as a digital storytelling tool, aspects of good writing need to be exposed while promoting on the use of Storybird to the students. It is crucial for teachers to teach essential writing strategies so that the students know how to plan, revise and edit their work. Accordingly, teachers are encouraged to exert more effort in ensuring the students to receive quality writing which may need to be emphasized in future experimental design study especially on the effectiveness of Storybird towards students' writing skills. The success or failure in the utilization of ICT tools in the classroom is largely contributed by the teachers' stressed on the importance of integrating technology into a pedagogical tool in which it was a

more student-centred approach. Hence, the initial goal to produce students with the mastery of 21st skills will be realized in the near future.

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