

**BUILDING VOCATIONAL HIGH SCHOOL STUDENTS'
CREATIVE WRITING THROUGH INTERNET BASED
VISUAL NARRATIVE WRITING TASKS**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

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2022

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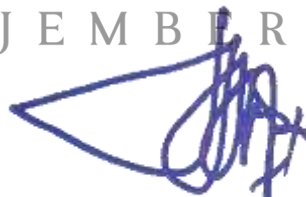
Submitted to Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
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(S.Pd.)

Faculty of Tarbiyah and Teacher Training
English Education Department



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It has been examined and approved by the board of examiners in fulfillments of
the requirements for the bachelor degree of education (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Friday

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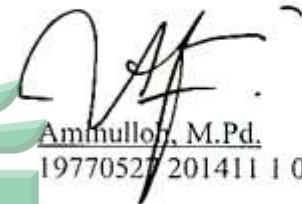
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“Then Allah taught Adam the names of all things and presented them to the angels and said: “If you are right (that the appointment of a vicegerent will cause mischief) then tell Me the names of these things.”

(Q.S. Al-Baqarah: 31)¹



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¹ Abdul Haris Pito, “Media Pembelajaran Dalam Perspektif Alquran”, *Andragogi Jurnal Diklat Teknis*, Vol. 6, No. 2, Desember 2018, p. 107.

DEDICATION

With respect and pleasure, I dedicate this thesis to:

1. Mr. Saiful Bahri, S.Pd. and Mrs. Eko Hariyanti, my beloved parents who have worked hard to educate their last daughter, who have always been firm in teaching many things, and who have always sent prayers and blessings for me to get to this step. May Allah bless your struggle.
2. Mr. Fathur Rozaq, S.Si. and Mrs. Lubabah Putri Dhuha, S.Si., my beloved brother and sister who always motivate, support, teach, and encourage me to finish my thesis well. May Allah repay your kindness.

Syukran jazaakumullahu khairan katsiran...



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ACKNOWLEDGEMENT

First of all, I would like to express my praise and gratitude to Allah who has given me the grace, blessing, health, and opportunity to complete my final project. Apart from that, the researcher realizes that this thesis would not finish without the help and guidance of other parties. Therefore, I would like to express my sincere gratitude to the following people:

1. Prof. Dr. H. Babun Soeharto, S.E.MM., the Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has given occasion for me to study in this university.
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7. Participants in this study who are willing to be involved in a series of learning activities and in-depth interview session.

Hopefully, Allah will repay all the extraordinary kindness of these people who have helped me in perfecting this thesis.

Jember, November 8th 2022

Researcher

ABSTRACT

Tsalji Magfirotus Sholihah, 2022: Building Vocational High School Students' Creative Writing through Internet Based Visual Narrative Writing Tasks

Keywords: *Creativity, Creative Writing, Narrative Writing, Visual Narrative.*

Creative writing learning strategies mediated by visual-based technology can facilitate students in more exciting English as a foreign language (EFL) writing classes. The use of this strategy involves students being more active in writing activities and developing creativity through the use of visual-based technology. While many researches have investigated the use of visual media to facilitate language learning, little is known how digital visuals are employed to teach creative writing in the context of vocational schooling. Thus this case study aims to investigate how visual media can involve students in creative thinking to elicit ideas for writing and how visual narrative writing tasks can build students' creativity in creative writing.

The researcher took qualitative approach with case study as the research design. This research project was conducted in one of the vocational high schools in Jember. The participants involved were taken from 10th grade students in multimedia competency. The data collected was obtained from three techniques which included direct class observation which was strengthened by several critical incident captures, in-depth interviews which evidenced by audio recordings (presented in transcript form), and also document analysis which involved student artifacts. These data were processed and analyzed using an interactive model adopted from Miles, Huberman, and Saldaña.

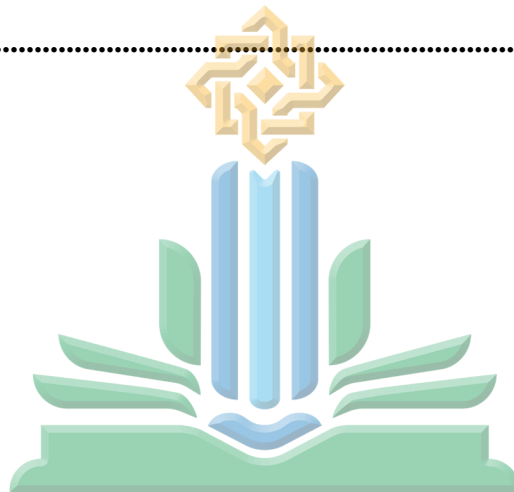
Overall there are four findings from this study which include two main findings to answer the research focuses and two new findings that emerged as a development of the main findings. The findings include teacher scaffolding during discussion activities to build content knowledge which also has the potential to explore students' ideas, opinions and thoughts, next is the role of visual media which involves students creative thinking to generate ideas in writing, as well as develop creativity through writing visual narratives, and also post-writing activities as sites for students' reflective practice is reported to be able to strengthen and improve their understanding of the material and also the products they have created.

On all premises, it can be proven that the use of visual media in creative writing skills can build students' imagination and creativity. Not only for students, but this strategy also has positive impact for the teacher. The teacher scaffolding can lead students to the development of basic content knowledge. Hence, the researcher recommends the use of visual media as narrative writing learning strategy which can build students' creativity in creative writing skills.

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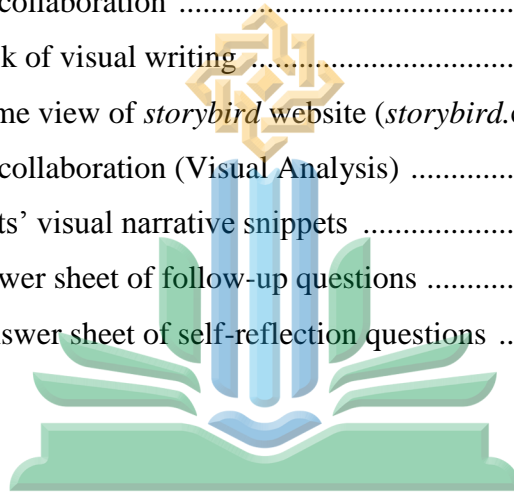
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CHAPTER I

INTRODUCTION

This chapter reveals several things related to the research topic which includes the background of the research, research questions, research objectives, research contributions, and also the definition of key terms. The presentation of these matters is as follows.

A. Research Background

Creative writing has been adopted in language learning classrooms, either English as a second language (ESL) or English as a foreign language (EFL), to explore the world around learners based on the unique and different point of view through short story, poem, or visual essay writing tasks. Rather than simply giving information, it is a process of presenting thoughts through any forms of writing written with creative minds that aim to express the perspective of problems, experiences or even emotions.² Creative writing can be incredibly fun because it gives students a break from formal essay writing assigned with certain criteria. Additionally, it gives them the freedom to write based on their interests without too much teacher's intervention such as guiding and controlling the implementation of specific subject.³ These demands cause students to have no personal motivation other than strong desire to get higher grades than their peers and make their teachers proud of

² Ilona Olehlova and Inese Priedite, *Creative Writing Cookbook* (Tartu: Estonian UNESCO Youth Association in cooperation with Piepildīto Sappu Istaba and Cooperativa Braccianti, 2016), p. 4.

³ Sybil Marshall, *Language Guide: Creative Writing* (London: MacMillan Education LTD, 1974).

them so this is where boredom arises caused by the monotony of learning. To support this, Alan Maley states the importance of creative writing for students as well as academics such as; feel proud when they can write something without limitations so they are more motivated to learn and write more, and also make English more 'alive' so it tends to be more interesting to learn.⁴ Drawing on these statements, teacher needs to be a pioneer to mediate students to build their creativity through creative writing in language classrooms.

In addition to building creativity, creative writing also can help students develop creative ideas for their own stories so they tend to be more enthusiastic about writing. Several studies have shown developments in creative writing learning with various strategies and media. For example, implementing photography mediated creative writing can improve students' verbal skills and creative writing. Fred R. Barnard stipulate that “one picture is worth a thousand words” thus, when students try to write words or even stories with a series of illustrations that make their story more coherent and make sense, so visual creativity will be very helpful.⁵ “There is a connection between visual media and language which is the key in the acquisition on the development of higher order thinking in children.”⁶ There is also a blended

⁴ Ruzbeh Babae, “Interview with Alan Maley on Teaching and Learning Creative Writing”, *International Journal of Comparative Literature & Translation Studies*, Vol. 3, No. 3, July 2015, p. 77-78, <http://dx.doi.org/10.7575/aiac.ijclts.v.3n.3p.77>

⁵ Helen Lepp Friesen, “Photography and Writing: Alternative Ways of Learning for ESL Students”, *Teaching English in The Two-Year College*, Vol. 40, No. 1, September 2012, p. 39.

⁶ Ofra Walter, Ya'ara Gil-Glazer, and Billie Eilam, “‘Photo-words’: promoting language skills using photographs”, *The Curriculum Journal*, 2019, p. 1, <https://doi.org/10.1080/09585176.2019.1568270>

approach through reading and writing graphic novels which is not only focused on developing both of them, but also on building students' creativity through making a simple illustrated stories (i.e., hand-drawn creations) in each part.⁷ With this in mind, teachers can consider suitable visual media to be used to facilitate the development of students' creativity in their writing.

On the other hand, there are ample studies which doubted the effectiveness of using visual media in creative writing. For example, the use of graphic novels is still considered just a comic book and not a 'real' book where it has too many pictures, but only a few words, so it does not fit to be called a literature.⁸ Not a few of the teachers consider that visual media, which is used to build students' creativity has been identified as very difficult or even impossible to be implemented in language learning because they are considered to have overlapping goals and contradict the curriculum. Those, who do not approve of learning to develop students' creative abilities, have a traditional belief that creativity is just a visual work that results from one's imaginative and intuitive abilities which is not structured in an ideal educational curriculum.⁹ The studies indicate that developing students' creativity through learning is challenging and needs to be integrated into educational curriculum. However, learning by developing creative abilities

⁷ Sally Brown, "A Blended Approach To Reading and Writing Graphic Stories", *The Reading Teacher*, Vol. 67, No. 3, July 2015, p. 217-218, DOI:10.1002/TRTR.1211

⁸ Ruzbeh Babae, "Realities of Graphic Novels: An Interview with Frederick Aldama", *International Journal of Comparative Literature & Translation Studies*, Vol. 5, No. 3, July 2017, p. 1, <http://dx.doi.org/10.7575/aiac.ijclts.v.5n.3p.1>

⁹ Humaira Irfan Khan, "English Teachers' Perceptions about Creativity and Teaching Creative Writing in Pakistan", *American International Journal of Contemporary Research*, Vol. 2, No. 3, March 2012, p. 57.

through various media (e.g., visual media) is feasible because they, if designed appropriately through meaningful learning tasks, can change the way of thinking, acting, and also expressing ideas which in turn will arouse students' interest in creative writing.

Along with the development of language learning styles and methods in this new era, technology has become a supporting facility during the learning process in the classroom. Currently, almost all educational curricula in various countries utilize audio and visual technology media which have a high chance of creating efficient and flexible learning tools to achieve basic communicative competence in the target language.¹⁰ For example, the use of technology which combines the real world (i.e., student experience) written in a story, with the digital world (e.g., audio or visual media) as a supporting element to strengthen their story.¹¹ Thus, it will be easier for readers to analyze and make the story more 'alive and real'. As a result, students can stimulate the basic steps in developing creative thinking skills and free expression during classroom learning activities.

In this digital age, technology media has been widely used to support more effective creative writing classes. Considered as an example in expanding creative ideas and improving the quality of students' narrative writing, the use of digital photography based on visual technology can

¹⁰ Harold Hendriks, Junius L. Bennion, and Jerry Larson, "Technology and Language Learning at BYU", *CALICO Journal*, Vol. 1, No. 3, 2013, p. 23, DOI: 10.1558/cj.v1i3.23-31

¹¹ Carl Blyth, "Immersive Technologies and Language Learning", *Foreign Language Annals*, 2018, p. 1, <https://doi.org/10.1111/flan.12327>

encourage their involvement in the writing process.¹² Other examples on the use of technology as supporting media in creative writing learning activity such as when students make graphic stories, not a few of them find it difficult to illustrate in the picture. Therefore, there are many websites can be accessed easily, as well as supporting applications and digital tools to fix then develop the graphic illustration on the stories. In its use, after reading and writing graphic stories, students only use digital tools to rearrange the illustration adjustments¹³ such as giving color polish and highlighting certain graphics illustration which aim to describe 'feel' of the story in more detail.¹⁴ In sum, technology has an important role to help students in developing creative ideas in the writing process and also to complete the quality of their stories.

The use of visual media in ESL or EFL writing classes also yielded satisfactory results. A shining example of ESL writing class in Malaysia was reported that the use of picture series mediated writing can offer a more interesting way of learning to attract students' attention and participation so they are able to be more creative in writing.¹⁵ By utilizing multimedia resources as a pre-writing activity, the use of graphic organizers in India aims to create more 'smart' writing classes which can help improve the writing

¹² Sandi Ferdiansyah, "Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school", *Indonesian Journal of Applied Linguistics*, Vol. 8, No. 2, September 2018, p. 312, doi: 10.17509/ijal.v8i2.13277

¹³ Janette Michelle Hughes et al., "Adolescents and 'Autographics': Reading and Writing Coming-of-Age Graphic Novels", *Journal of Adolescent & Adult Literacy*, Vol. 54, No. 8, May 2011, p. 611, doi:10.1598/JAAL.54.8.5

¹⁴ Tanya Manning-Lewis, "I hate writing: making a case for the creation of graphic novels in the Caribbean English classroom to develop students' creative writing skills", *Changing English*, 2019, p. 11-12, <https://doi.org/10.1080/1358684X.2019.1643228>

¹⁵ Harwati Hashim et al., "Improving narrative writing in ESL Classroom Using Picture Series", *Religación. Revista De Ciencias Sociales Y Humanidades*, Vol. 4, No. 21, November 2019, p. 122.

quality of ESL students and also motivate them to write more in the second language.¹⁶ In addition, the use of visual media in the EFL writing class also produces new learning methods which are very helpful for students' learning writing. A prominent example of writing classes was also documented in Indonesia. Students used 'Animaker' as a medium to scaffold students to build their creativity from the beginning of the process such as creating and arranging text, adjusting image animation, and displaying originality in their final product.¹⁷ Presently in Ecuador, research on the use of 'Pixton' as a learning aid in EFL writing classes has increased students' involvement in generating and organizing ideas, as well as motivating them to improve other aspects of writing, such as vocabulary, grammar, and coherence.¹⁸ To put it in a nutshell, the use of visual media as learning support in ESL or EFL writing classes can attract students' attention to develop creative ideas in their writing. With this learning method, they will also be motivated to learn other aspects of writing besides creativity which aims to improve its quality.

These paragraphs rightly conclude that there are many ways to create more effective and flexible learning without limiting the creativity of students. One of those ways is the use of visual media or visual technology which can attract students' attention to be more enthusiastic in writing so that

¹⁶ Anam Shams, Asfia Khanam, and Shagufta Imtiaz, "The Impact of Audio-Visual Aids and Graphic Organizers on the Writing Skills of ESL Learners at AMU +2 Girls", *Global Journal of Interdisciplinary Social Sciences*, Vol. 5, No. 5, 2016, p. 15.

¹⁷ Tiarna Marpaung and Erny S. N. Hambandima, "Exploring Animaker As a Medium of Writing a Descriptive Text: EFL Students' Challenges and Promoted Aspects of Digital Storytelling Literacy", *Academic Journal of Educational Sciences*, Vol. 3, No. 2, 2019, p. 32.

¹⁸ Paola C. Solano, Paul G. Torres, and Cesar O. Cueva, "Using Pixton for Teaching EFL Writing in Higher Education during the Covid-19 Pandemic", *International Journal of Learning, Teaching and Educational Research*, Vol. 20, No. 9, September 2021, p. 112, <https://doi.org/10.26803/ijlter.20.9.7>

it can promote the development of original creative ideas. With the freedom to express their ideas, they will feel more responsible for what they write so they will also pay attention to every smallest point to perfect their writing. Although widely used in creative writing classes, visual media and technology are only used as tools to increase academic scores with certain criteria. To fill this gap, present study attempts to show the process of writing digital graphic stories through creative writing mediated visual technology. Therefore, the foci of the present study are twofold (1) Exploring students' engagement to develop creative ideas in writing (2) Investigating students' creativity development in writing visual narrative-based task.

B. Research Questions

Dealing with the background described previously, this study will examine how writing a digital graphic story-based task is used to develop students' creativity. To guide the study, the research questions are formulated as follows:

1. How can visual media involve students to elicit creative ideas for writing?
2. How can visual narrative-based writing tasks increase student's creativity in creative writing skill?

C. Research Objectives

Based on the research questions above, the purposes of this research are:

1. To involve students in creative thinking so they are able to elicit creative ideas for writing through visual-based tasks
2. To investigate how visual narrative-based writing task can increase students' creativity in creative writing

D. Research Contributions

The findings of this study are expected to give contributions both theoretically and practically as follows:

1. Theoretical Contribution

With the results of this study, it is expected to be able to support and strengthen theories related to the use of digital graphic stories to develop creativity in creative writing learning. Thus, hopefully it can enrich knowledge about teaching strategies with learning method which is more effective, flexible, and fun ways.

2. Practical Contribution

a. Pre-service and In-service English Teachers

The present study also offers practical benefits for in-service and pre-service English teachers in finding new references related to creative writing learning methods that involve more students' roles through digital graphic stories-based tasks. It can also be used as an alternative to develop creative ideas and also promote student creativity in ESL/EFL writing classes.

b. Further Researchers

Not only for teachers, but the practical benefits can also be a reference for further researchers with the same research scope in building student creativity, especially in writing. In addition, the results of this study can also be used as a comparison in conducting similar research or as a further study of students' perceptions on the use of digital graphic stories in writing classes.

E. Definition of Key Terms

1. Creativity

Creativity is generally believed to be the release of imagination in order to express oneself in various ways which can generate ideas, and creative possibilities. This creative process can be seen from several factors such as who created it, how the process was, and also what the final product looks like (e.g. writing, visual works, etc.). In the present study, creativity refers to student who creates the story projects based on their own creative ideas with original visual illustrations.

2. Creative Writing J E M B E R

Creative writing is how we can create any form of writing with an original creative mind without certain criteria and limitations such as: fiction, non-fiction, poetry, posters and many more. The goal is to express thoughts, personal experiences or even emotions. Not only to convey ideas or opinions, sometimes creative writing can also entertain,

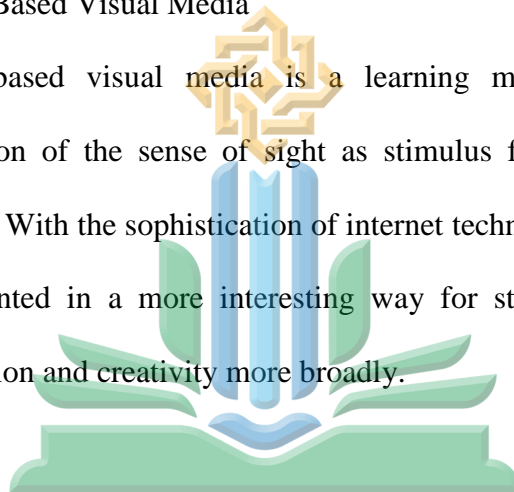
educate and spread the value of awareness through the wisdom in its contents.

3. Narrative Writing

Narrative is basically a real or fictitious event in the form of story which can be delivered orally or in writing. Thus, narrative writing can be interpreted as an attempt to create a writing that has a story, character, conflict, and others.

4. Internet Based Visual Media

Internet-based visual media is a learning medium which involves stimulation of the sense of sight as stimulus for creative and critical thinking. With the sophistication of internet technology, visual media can be presented in a more interesting way for students to explore their imagination and creativity more broadly.



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CHAPTER II

LITERATURE REVIEW

This chapter consists of two parts covering previous research and theoretical framework. The essence of the previous research represents some previous research related to this research. Meanwhile, the theoretical framework discusses in detail various theories to strengthen current research. The following two things are disclosed below.

A. Previous Research

This study explores relevant previous research in order to fill the gap in the research focus. So here, the researcher presents several summaries of previous research studies with the aim of being able to find flaws and fill in unresolved gaps.

Here the researcher will start from a study with the title 'Adolescents and Autobiographics: Reading and Writing Coming-of-Age Graphic Novels' which examines how students can develop literacy skills through graphic novels.¹⁹ With the combination of images in the story text, students are more interested and enthusiastic when reading so they are also motivated to write or make a sequence of stories along with illustrations with their own creative ideas.

Still with the same scope regarding the development of reading and writing literacy, a research entitled 'A Blended Approach to Reading and

¹⁹ Hughes et al., "Adolescents and 'Autobiographics': Reading and Writing Coming-of-Age Graphic Novels", p. 611.

Writing Graphic Stories' which presents a combination of two approaches in a series of phases in their learning design.²⁰ Thus, this study emphasizes that the combination of print-based literacy and digital communication has the potential to increase student engagement and understanding of complex texts.

Another research entitled 'Life Writing and Graphic Narratives' applies writing lessons based on daily life experiences in the form of illustrated narratives through email exchange.²¹ The purpose of this informal collaborative writing process is to develop the main principles in graphic narrative as a way of writing story texts based on personal experiences. So students can more freely explore their creativity through graphic stories.

Next is a research entitled 'Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school' which mediates students in writing collaborative narratives by utilizing digital photography to help students develop ideas and improve the quality of their narrative writing.²² This research proves that collaborative narrative writing tasks based on visuals and technology can increase students' involvement in the writing process.

The last one is a study with the title 'I hate writing: making a case for the creation of graphic novels in the Caribbean English classroom to develop students' creative writing skills' which promote students' creative writing

²⁰ Brown, "A Blended Approach To Reading and Writing Graphic Stories", p. 218.

²¹ Krista Quesenberry and Susan Merrill Squier, "Life Writing and Graphic Narratives", *Life Writing*, Vol. 13, No. 1, 2016, p. 63. DOI: 10.1080/14484528.2016.1130571.

²² Sandi Ferdiansyah, "Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school", p. 303.

process through graphic novel writing task.²³ Apart from the focus on sentence drills and grammatical structures, this research tends to make students become critical thinkers and expressive content creators.

Table 2.1 List of related previous research
The similarities and differences between previous studies and present study

No.	Researcher's Name and Title	Similarities	Differences
1.	Janette Michelle Hughes et al. "Adolescents and Autobiographics: Reading and Writing Coming-of-Age Graphic Novels"	Utilization of visual media to make students more interested in writing or creating a series of stories along with illustrations with their own creative ideas.	<ul style="list-style-type: none"> • The use of Graphic Novels in the design of learning instructions in the first phase of reading activities • Making illustrations which are done by hand drawing
2.	Sally Brown "A Blended Approach to Reading and Writing Graphic Stories"	The use of graphic stories as visual media to explore students' creative ideas in writing narratives.	<ul style="list-style-type: none"> • Implementation of Blended Approach in learning design • There is a first phase in reading activities through print-based graphic stories • Paper-based writing task which technology is only used as a converter of their work into a digital version
3.	Krista Quesenberry and Merrill Squier "Life Writing and Graphic Narratives"	The task is to write graphic narratives based on students' imagination, personal experiences or events	<ul style="list-style-type: none"> • The existence of an informal learning design through the exchange of

²³ Lewis, "I hate writing: making a case for the creation of graphic novels in the Caribbean English classroom to develop students' creative writing skills", p. 1.

		in everyday life by expressing creative ideas.	picture stories conducted via email.
4.	Sandi Ferdiansyah “Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school”	Explore the potential in developing creative ideas and improve the quality of writing narratives through visual media so that students can be more involved in the writing process.	<ul style="list-style-type: none"> • The learning design is made for collaborative tasks, from selecting story ideas to writing narratives. • The use of digital photography to help students develop ideas for writing stories.
5.	Tanya Manning-Lewis “I hate writing: making a case for the creation of graphic novels in the Caribbean English classroom to develop students’ creative writing skills”	Students are not required to focus on sentence drills and grammatical structures, but tend to focus on being critical thinkers and expressive content creators with their own creative ideas.	<ul style="list-style-type: none"> • Learning designs that direct students to create graphic novels tend to have almost the same settings as comics.

Reflecting on the relevant previous research, it seems that almost all research was conducted in order to apply visual media as a creative writing learning strategy. However, the process of how vocational school students elicit creative ideas in writing narrative is worth further investigation. To fill this gap, this research will conduct a case study that focuses on exploring the process of how students elicit creative ideas for writing through visual narrative-based tasks. In addition, it will also investigate how the development of students’ creativity in creative writing skill after the implementation of learning designs through visual narrative-based writing tasks.

B. Theoretical Framework

1. Creativity in education

There are many opinions about how creativity can be defined from various perspectives, but there is one complete conclusion which is the basis for understanding what creativity itself is. Creativity can be called as an imaginative process which can be indicated through the 3 Ps: 'person' (who made it), 'process' (how the process is) and 'product' (the final result).²⁴ In the context of education itself, creativity is also very helpful for students in building critical thinking. For example, when they try to find ways to solve problems with their imaginative thoughts and ideas from past experiences, it will make them build higher order thinking to create new connections.²⁵ In other words, creativity is not only about art, but it is also an original idea and deep thought about something even everything related to the learning and teaching process.

Creativity has been a topic of interests for researchers in educational contexts for decades. In education, creativity will explore more deeply on how students can be more involved in teaching and learning activities to the assigned tasks. As educators, teachers need to implement learning activities by involving students not only in creative action-based work but also in creative thinking.²⁶ A study proves that with the enactment of this learning design, the learning situation will stimulate

²⁴ Robert Fisher and Mary Williams, *Unlocking Creativity: Teaching Across The Curriculum* (New York: David Fulton Publishers, 2004), p. 8.

²⁵ Jack C. Richards, "Creativity in Language Teaching", *Iranian Journal of Language Teaching Research*, Vol. 1, No. 3, October 2013, p. 21.

²⁶ Anne Harris, *Creativity and Education* (Melbourne: Palgrave Macmillan, 2016), p. 1.

creative thinking through various creative designs to support student creativity.²⁷ Generally speaking, creativity learning design can work in some contexts, but not necessarily in other contexts. Some are based on achieving assessment capacity, finding solutions to difficulties, or even investigating the thinking process. It all depends on the teachers who understand more about the characteristics and needs of their students.

2. Creative writing in language learning

'Is it only creative people who can write this?' this is what people assume when they hear the term of creative writing for the first time. In fact, it can be called as a process of presenting thoughts through various forms of writing with creative thinking which aims to express the perspective of problem, experience or even emotion based on the unique and different point of view.²⁸ Thus, students can understand what steps they need to take to create a writing based on a problem created, past experiences, or even feelings in the form of fiction or non-fiction writings. At this step, creative writing can help stimulate their critical thinking to influence their own views because it is achieved through exploration, experience, and expression rather than instruction.²⁹

Frankly speaking, students who are learning additional languages, such as writing in English, will be limited by common writing instructions.

²⁷ Danielle E. Kaplan, "Creativity in Education: Teaching for Creativity Development", *Scientific Research Publishing 'Psychology'*, Vol. 10, February 2019, p. 145, DOI: 10.4236/psych.2019.102012

²⁸ Olehlova and Priedite, *Creative Writing Cookbook*, p. 4.

²⁹ Gillie Bolton, *Write Yourself: Creative Writing and Personal Development* (London: Jessica Kingsley Publishers, 2011), p. 17.

Additionally, they are required to read a lot before being able to generate models, plots, and ideas to create their own work. In a different vein, creative writing offers a new strategy in language learning. It can be applied because “there is a combination of creativity and pedagogy which has relevance to educational practice”³⁰ especially in today's language learning. Besides developing students' imagination and creative thinking, creative writing also enables students to write a piece of writing with their own creativity. Previous research reported that the impact of this innovative pedagogy was to provide students with opportunities to write by expressing their creative ideas so they could play an active role in internalizing language unconsciously.³¹ Here, students will tend to more easily remember the words they use in their writing. As a highlighted point, creative writing can enhance students' roles internally and externally in the writing process, especially in building identity as creative writers.

3. Narrative writing in writing classroom

Being one of the various texts, narrative is known as any form related to the delivery and presentation of stories orally or in writing. As one expert put it that, “a narrative is the semiotic representation of a series of events meaningfully connected in a temporal and causal way.”³²

Therefore, narrative writing can be interpreted as writing a story in which

³⁰ Steven Earnshaw, *The Handbook of Creative Writing* (Edinburgh: Edinburg University Press, 2007), p. 16.

³¹ Maria T. F. Guillén, “Creative Writing for Language, Content, and Literacy Teaching”, *International Education Studies*, Vol. 4, No. 5, December 2011, p. 43, <http://dx.doi.org/10.5539/ies.v4n5p39>

³² Susana Onega and Jose Angel Garcia Landa, *Narratology: An Introduction* (New York: Routledge, 2014), p. 3.

the main character is involved in a problem, or an event based on true experience or just fiction.³³ Students are free to write their stories based on their experiences or their imagination. With these, narrative writing can be an alternative to explore more broadly the students' perspectives and thinking styles in writing classroom.

In its enactment in the writing class, the teacher's role is very important in shaping an atmosphere of active and creative writing learning. One study showed that students would be committed to creating expressive writing where students would pay attention to every detail to convey a 'feel' to what they wrote, while the teacher also provided more opportunities to explore their passions.³⁴ To shorten the explanation above, in addition to writing narratives that can explore the originality of students' creative ideas, the role of the teacher is also needed to provide directions and opportunities for students so that they can write in their own 'style'. As the final result, they will be more involved in processing their creative ideas through writing a narrative based on experience or fiction.

4. Visual narrative writing

Visual narrative writing involves visual stimulation (i.e. eyes) through visual media (e.g. pictures, photos, paintings, hand drawings, etc.) as a tool to help writers describe a story they write, so it can become a special attraction for others to become the readers. As stated, visual

³³ *Introduction to Narrative Writing*, Cayman Islands Department of Education Services, 2015, p. 1.

³⁴ Ana M. C. Negrila and Andreea Lonel, "Features of Teaching Narrative Writing to EFL Learners", *Bulletin of "Carol I" National Defence University*, No. 2, 2012, p. 5/179.

narrative will involve someone to be a sophisticated writer while at the same time being a skilled illustrator. Both of them are compatible vehicles to create story texts flavored with art.³⁵ Although the presentation of the story seems relaxed, it will allow the readers to immerse themselves in the content of the story. Therefore, when applied in writing class, visual narratives are not only to reflect students' experiences, but also to shape their way of thinking, and even emphasize the core values they want to show.³⁶

There are several studies using various visual media that are used to engage students actively and creatively in writing visual narratives. For example, a research was conducted on the use of digital photography which can increase student involvement in the writing process such as developing ideas so it also has an impact on their higher quality narrative writing.³⁷ Another study was also enacted to promote students' creative writing through a graphic novel writing assignment which found improvements in students' engagement as critical thinkers as well as creators of expressive content.³⁸ Drawing on these findings, writing visual narratives not only increase students' involvement in developing creative ideas on their narrative writing, but also their creativity in illustrating stories on a series of pictures.

³⁵ Will Eisner, *Graphic Storytelling and Visual Narrative: Principles and Practices from The Legendary Cartoonist* (New York: W. W. Norton & Company, 2008).

³⁶ *Introduction to Visual Narrative*, Genesis Inspiration Foundation, 2021, p. 2.

³⁷ Ferdiansyah, "Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school", p. 303.

³⁸ Lewis, "I hate writing: making a case for the creation of graphic novels in the Caribbean English classroom to develop students' creative writing skills", p. 11-12.

5. Challenges of teaching visual narrative writing

Being considered to have overlapping goals with the curriculum, many educators think that visual narratives are not suitable for implementation in learning English, especially in writing subjects. In the literary environment, printed books or electronic books based on visual arts have received a lot of criticism because it is considered unable to deal with learning problems or achieve predetermined learning objectives.³⁹ For example in the subject of writing visual narratives (e.g. comics, graphic novels, graphic stories, photo-voice, etc.), many teachers speculate that students will tend to focus on the visual element rather than the writing component. Therefore, they assume that writing visual narratives is difficult to implement because it crosses the boundaries of the writing discipline. In fact, they should make a movement not only turning inward but looking outward which aims to modify, improve, and also apply in learning activities that engage students more.⁴⁰

In a complex and sometimes controversial concept, writing narratives and visual arts are two things considered difficult to combine to apply in writing classes. A study concluded that with this collaboration, it not only shows the differences and similarities between the two, but also to overcome obstacles during the writing process so students also can be

³⁹ Eisner, *Graphic Storytelling and Visual Narrative*.

⁴⁰ Dawn Mannay, *Visual, Narrative, and Creative Research Methods: Application, Reflection, and Ethics* (New York: Routledge, 2016), p. 131.

directed into a creative process.⁴¹ From this, it can be said that the challenge for researcher is not only about how to convey new information or offer new approach, but also to overcome people's biases and misunderstandings about visual narrative writing.

6. Writing visual narratives to students' creativity

Referring to the creative thinking process which is applied to non-verbal tests, writing visual narratives can be described as a writing task with creative ideas based on visual images or also a writing task that requires drawing or visualizing activities as creativity of the stories they write. As stated by Ellis Paul Torrance in Torrance Tests of Creative Thinking (TTCT), that creative thinking can also be assessed from a figural-based task mediated by visual pictures.⁴² From these pictures, students get space to generate creative ideas and then they can visualize it to their imaginative writing. In the TTCT figural activity, there are three standard tasks which is designed to take advantage of creative functions aspects such as picture construction, picture completion, as well as the repeated closed figures test (e.g. lines, circles, squares, triangles, etc.) (see Figure 2.1).⁴³ Thus, drawing or illustrating activity is one of the creative thinking processes in addition to writing narratives with creative ideas, so

⁴¹ Anna Leahy, Lia Halloran and Claudine Jaenichen, "Text(ure), Modelling, Collage: Creative Writing and The Visual Arts", *New Writing: International Journal for the Practice and Theory of Creative Writing*, Vol. 11, No. 1, 2014, p. 118, <http://dx.doi.org/10.1080/14790726.2013.871296>.

⁴² Ellis Paul Torrance, *Scientific Views of Creativity and Factors Affecting Its Growth* (Cambridge: The MIT Press, 2013), p. 668.

⁴³ Torrance, *Scientific Views of Creativity and Factors Affecting Its Growth*, p. 670-671.

students can produce a visual narrative as creativity in thinking and writing at the same time.

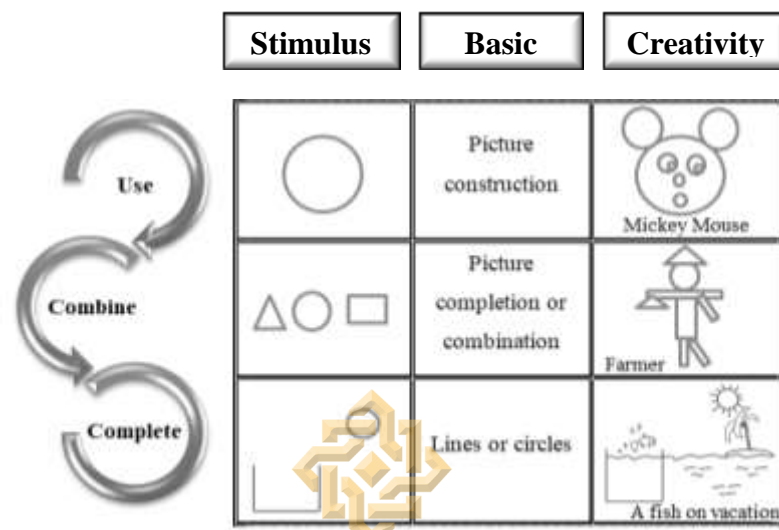


Figure 2.1 Example of TTCT: Figural

Several studies have investigated how the role of visual media can help students' creative thinking processes in reading or writing find satisfactory results. Such as research on the use of photography find that it can help students develop higher order thinking skills in writing more actively and independently.⁴⁴ In this case, visual media offers students to imagine and think creatively about their perspective on photography which will be narrated based on their point of view. Next is the enactment of visual narrative writing which there is writing narrative activity with students' creative ideas (e.g. based on personal experience, or just fiction) and then they also have a role to draw or visualize the narratives into a series of related pictures (e.g. hand-drawings, paintings, etc.). A study on learning mediated by graphic novels found that it not only increased

⁴⁴ Walter et al., "Photo-words': promoting language skills using photographs", p. 16.

students' enthusiasm for reading, but students can also write amazing graphic narratives with their own creativity.⁴⁵ The emphasis of the research above is that visual media can help students to generate creative ideas in writing narratives, or even promote their creativity through writing visual narratives.

If it can be detailed, there are several advantages of using internet technology-based visual media (i.e. website) in the EFL learning process, especially in writing classes. A study has shown that it has the power of being very efficient support tool for language teaching and learning which can be adapted to students' needs so it can also help students in learning languages better.⁴⁶ Most of the students highly rated the potential of using this medium in enhancing their foreign language skills and study skills in general.⁴⁷

Sketching on a series of conceptual theories and empirical evidence above, almost all studies have been conducted through classroom action research and there are only a few studies use case study designs. To fill this gap, the researcher is interested in using qualitative approach with a case study design which will be focused on how visual narrative-based writing tasks can involve students to elicit creative ideas for writing so they can also increase their creativity in creative writing.

⁴⁵ Brown, "A Blended Approach To Reading and Writing Graphic Stories", p. 217-218.

⁴⁶ Erdogan Kartal and Levent Uzun, "The Internet, Language Learning, and International Dialogue: Constructing Online Foreign Language Learning Websites", *Turkish Online Journal of Distance Education*, Vol. 11, No. 2, Article 4, April 2010.

⁴⁷ Svetlana Kodrle and Anna Savchenko, "Digital educational media in foreign language teaching and learning", *EDP Sciences (E3S Web of Conf.)*, Vol. 273, No. 12018, June 2021, p. 10, <https://doi.org/10.1051/e3sconf/202127312018>.

CHAPTER III

RESEARCH METHODS

This chapter discusses how the process of this research will be conducted. This chapter consists of several sections covering research design, research setting and participants, learning procedures, data collection, and data analysis. The description of each section is presented as follows.

A. Research Design

The research questions refer to a detailed process analysis of students' activities in generating creative ideas through writing visual narratives so they are able to promote their creativity in creative writing. This focus can be strengthened on a theory which the research presentation is based on a qualitative methodology which is categorized as a case study design with in-depth exploration and related to the data collected in detail.⁴⁸ It can be simulated that the case study design will explore more deeply the research questions that have been formulated and it will be strengthened by data evidence and detailed information that has been collected.

To add, “case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.”⁴⁹ In this present case study, the researcher focuses on the

⁴⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks: SAGE Publications, 2009).

⁴⁹ Robert K. Yin, *Case Study Research: Design and Methods* (3rd edn) (California: SAGE Publications, 2003).

involvement of students during the learning process through visual narrative writing-based tasks which is difficult for some teachers to apply this combination (i.e. visual media and narrative writing) in English language learning. Here the challenge is how the researcher can overcome some of the criticisms and traditional beliefs about 'unusual' things such as how the combination of visual media and creative writing can produce creativity which is not only about imaginative visual works, but also literary works with creative ideas and also visualizations.

B. Research Setting and Participants

This case study will be conducted in one of the vocational high schools in Jember, East Java. The reason that underlies the research is to pay attention to learning English for Specific Purposes (ESP) of the vocational pursued. In this case, I chose students majoring in Multimedia which in the design of my research activities would involve students in integrating their creative abilities through visual-based narrative writing. It is expected that students not only increase their creativity as story illustrators, but also improve their creative thinking skills as visual narrative writers. Therefore, the selection of the school was based on several considerations as follows: (1) the school provides supporting facilities that assist the learning activities during research such as LCD projectors, language laboratories, computer laboratories, etc.; (2) there are additional extracurricular activities outside of class hours, one of which is English Club which can be used to further explore a series of activities based on the planned procedures; (3) the school

supports fully this research which is expected to contribute to the school in the future. With these considerations in mind, the researcher not only examines a case in learning to write narratives, but also explores the potential of students' creative thinking skills in writing and integrating illustrations into creativity.

As the first step, I came to the school and was immediately met by the vice-principal of the curriculum section to inquiry my intention of coming to the school. I explained that I intend to ask for permission to do research for my final project as an undergraduate student. I also explained that my research focused on examining students' engagement in learning to write visual narratives to promote student creativity. In accordance with the procedures and ethics before the research, I also submitted a letter of permission or informed-consent obtained from the university authority. The first permission letter relates to initial observations at the school where I was also given the opportunity to talk directly with two English teachers at that school to provide further instructions regarding the research design and also the plan of activities during my future research. They were very enthusiastic to accompany and assist my research, they even asked me to immediately submit a research proposal when I had finished it along with the procedures for the activities. In this case, the school requested that a second permission letter for research be submitted with my research proposal.

In the discussion, the two English teachers explained that materials related to narrative text can be taught in the tenth grade where the tenth grade

also has more effective time than the eleventh grade which has practical work activities or the twelfth grade which focuses on many final exams. In addition, the two teachers also complained about the impact of Covid-19 some time ago which included reduced school hours which are usually full-day (i.e. until 03.00 p.m.) but now they have to end at 12.00 p.m., it causes decrease in student enthusiasm in learning even during school hours they still need emphasis to study or do assignments. Therefore, both of them were very enthusiastic when I tried to apply learning strategies in my research through visual media in narrative writing to build creativity and hoped that it can increase students' interest and involvement in learning activities.

From the meeting, they also recommended a class that might be suitable for my research because apart from being multimedia first year vocational students, most of them also participate in English Club extracurricular activities. There are 35 students in the class consisting of 7 boys and 28 girls whose ages range from 15 to 16 years old. Based on the research participant access procedure, this study involved adolescents under the age of 18 for which parental or guardian consent was required. To strengthen, "the concept of consent comes from the ethical issue of respect for participant's integrity as well as self-determination."⁵⁰ Anchored to the previous statement, in addition to providing flexibility for students to participate, I also provide a letter of consent for the parents of the students which aim to ask for permission to involve their children as participants in

⁵⁰ Naresh Manandhar and Sunil Kumar Joshi, "Importance of Consent in The Research", *International Journal of Occupational Safety and Health*, Vol. 10, No. 2, 2020, p. 90.

my research. Thus, it is certain that there are no elements or signs of personal abuse on the involvement of participants in this research.

C. Instructional Procedures

This present case study will focus on building students' creativity through writing visual narratives which are based on creative thinking skills in writing narratives with visualization of the story. Series of activities in this strategy involve students in offline and online-based learning which consist of pre-writing, whilst-writing, and post-writing activities. Here is the following design of the instructional procedures for learning activities adapted from several studies with adjustments to the researcher's design.

The pre-writing activities in this design were adopted as the first step in building students' basic understanding in a series of learning activities. It has been adapted based on student needs which consist of two phases (see Table 3.1).



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Table 3.1 Pre-writing activities

Stages	Goals	Activities	Character Building
Deliberation of visual narrative writing	<ul style="list-style-type: none"> To prepare students mentally and physically through brainstorming activities before they learn more about visual narrative writing 	<ol style="list-style-type: none"> Students will be given examples of common narrative texts such as folklore, fables, etc. and then they will analyze the basic components of the story (see Appendix 1: Text). Students will be shown examples of story illustration pictures which used as their visual stimuli in creative thinking (see Appendix 1: Visual). 	<ul style="list-style-type: none"> Critical thinking Creative thinking
Formation of learning activity groups	<ul style="list-style-type: none"> To build cooperation among students in peer groups as a solid team to achieve goals by collaborating their skills and creative ideas. To foster the responsibility of each student in doing their duties. 	<ol style="list-style-type: none"> Students make groups consisting of three students in each group Students determine their roles in group such as: <ul style="list-style-type: none"> Student 1 (Looking for information) Student 2 (Explaining information) Student 3 (Writing the results of the discussion). (see Appendix 2) 	<ul style="list-style-type: none"> Cooperation Responsibility

<p>Phase 1.1 Introduction to narrative text material</p>	<ul style="list-style-type: none"> To give basic understanding of narrative material through group discussion. 	<ol style="list-style-type: none"> Students begin to actively discuss narrative material they find from internet or textbook in group (see Appendix 2). They analyze the story provided including its plot, settings, characters, and value of the story (see Appendix 2). They present the result in their group 	<ul style="list-style-type: none"> Socialization Critical thinking Collaboration Responsibility
<p>Phase 1.2 Determination of the story theme</p>	<ul style="list-style-type: none"> To provide opportunities for students to think creatively in choosing the theme of the story they will make. 	<ol style="list-style-type: none"> Students actively discuss, give their ideas and opinions in determining the theme of the story they will make. 	<ul style="list-style-type: none"> Creative thinking Socialization Collaboration
<p>Phase 2.1 Creativity stimulation through Torrance Tests of Creative Thinking (TTCT) Figural</p>	<ul style="list-style-type: none"> To provide initial stimulation of creative thinking through visual media (i.e. pictures) To train students in gaining creative ideas by analyzing what they have created before 	<ol style="list-style-type: none"> Students are given visual creativity worksheets which they are asked to create an object from basic shapes to stimulate creative thinking through visual media. Students are also asked to write down the results of the visual creativity analysis of the basic shapes they created. 	<ul style="list-style-type: none"> Creative thinking Collaboration Creativity

<p>Phase 2.2 Introduction to the use of supporting websites (i.e. <i>storybird.com</i>)</p>	<ul style="list-style-type: none"> • To give initial direction to students about the use of features they will use on supporting websites. • To help the process of students' writing visual narrative projects such as reading narratives are available for basic views and also how to write visual narratives as their final project 	<ol style="list-style-type: none"> 1. Students will be given a briefing by the teacher in using features of <i>Storybird.com</i> especially reading and writing features. 2. Students will practice directly using a computer or cellphone after the briefing is complete. 	<ul style="list-style-type: none"> • Socialization • Cooperation
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Learning activities will begin with brainstorming to stimulate students' mental and physical readiness through analysis of basic story components which include characters, plots, and moral values from examples of narrative texts such as folklore, fables, legends, romance, fairy tales, fantasy, and others. In addition to stimulating students' initial responses, this activity aims to attract their attention through several examples of illustrated images from stories that can engage them in creative thinking.

In the first phase, this instruction was adopted to direct students to basic activities in building understanding about narrative text which is done by group discussion.⁵¹ In this case, each group consists of three students with their respective tasks such as finding information, explaining information, and also writing the results of the discussion. Even though the tasks are

⁵¹ Ferdiansyah, "Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school", p. 306.

different, each student in the group continues to discuss together and explore more information about narrative text. At the end of the activity, the teacher will also provide further explanations to strengthen students' understanding of the related material. In this phase, students will be asked to discuss and collaborate in determining the theme of the story they will make. This first phase of pre-writing activities aims to build students' understanding of narrative texts with peer discussion which will stimulate collaboration skills in completing assignments.

For the second phase, the pre-writing activities aim to stimulate the development of students' creative thinking visually through Torrance Tests of Creative Thinking (TTCT): Figural.⁵² In this phase, considering that each student has a different creative level, the researcher applies TTCT to students as an effort to provide basic steps in building creative thinking through pictures. The researcher used a TTCT instructional design that was adapted based on the objectives of this study. This phase consists of several activities such as: (1) picture construction as a stimulus for creative thinking through a basic shape that is created into an object by elaborating a short story related to the object they have made; (2) picture completion or combination is a further step from the first activity by combining several basic shapes that have been provided into an object with a short story as well; (3) lines and circles (repeated figures) which allow students to be free to create based on predetermined lines and circles into an object theme with description of the

⁵² Ellis Paul Torrance, *Torrance Tests of Creative Thinking: Interpretive Manual* (Bensenville: Scholastic Testing Service, 2018), p. 3.

story. These activities cover the five mental characteristics involved in the stimulation process such as fluency, originality, elaboration, abstractness of titles, and also resistance to premature closure.⁵³ As a researcher's effort to focus students on creative writing in the form of narratives, at the end of this phase the researcher will introduce a supporting website (i.e. *storybird.com*) which can help students in their writing projects. This website has provided language learning features including reading and writing narratives features which have provided various illustrated story themes so students only create their titles and stories based on the creative ideas they get from the pictures available in each theme. Therefore, students will be easier to improve creative thinking skills and focus on creative writing in the form of narratives that use visual media as stimuli for them in getting creative ideas.

In whilst-writing activities, students will begin to work on their writing projects where they will do the process such as: observation and analysis of visual narrative example, stabilization of themes, selection of pictures needed in the illustration of the story they will make, and also narrative in every scene on the picture they use (see Table 3.2).

⁵³ Torrance, *Tests of Creative Thinking: Interpretive Manual*, p. 3.

Table 3.2 Whilst-writing activities

Stages	Goals	Activities	Character Building
Observation and analysis of visual narrative examples	<ul style="list-style-type: none"> To give further views through examples of existing works regarding the structure of visual narrative writing they will make. 	<ol style="list-style-type: none"> Students in groups observe and analyze examples of existing visual narratives. 	<ul style="list-style-type: none"> Socialization Critical thinking Collaboration
Stabilization of story theme	<ul style="list-style-type: none"> To ensure students' choices in determining story theme that can be created and collaborated with their groups. 	<ol style="list-style-type: none"> Students discuss in stabilizing the main theme and the second theme they will use in writing visual narratives. Students begin to looking for a theme on the website has been provided, in this case if the main theme they are looking for is not found, they can use their second theme. 	<ul style="list-style-type: none"> Responsibility Creative thinking Collaboration
Selection of pictures for story illustrations	<ul style="list-style-type: none"> To stimulate students' creative thinking in combining and connecting parts of the scenes in the pictures. To train students' responses in obtaining creative ideas based on collection of related pictures. 	<ol style="list-style-type: none"> Students begin to analyze each available picture and then choose a scene in each picture which fits to the setting of the story they are going to create. 	<ul style="list-style-type: none"> Responsibility Creative thinking Collaboration

Creation of narrative text in each picture	<ul style="list-style-type: none"> To focus students on improving creative thinking skill in analyzing visual media (i.e. pictures) as an effort to get creative ideas for writing narratives. 	1. Students write narrative on each of the pictures they choose according to their outline for the beginning, the climax, to the ending of the story.	<ul style="list-style-type: none"> Creative thinking Socialization Collaboration Creativity
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During whilst-writing activities, students will be involved in both offline and online learning activities for flexibility of time, so they are not limited to the lesson time provided by the school. As a preliminary process, students in groups will observe and analyze several examples of visual narratives available on predetermined website. It aims to make students easier in gaining further views of writing visual narratives they will create. After getting insight, to ensure students' choices in determining story theme that can be created and collaborated with their groups, stabilization of the story theme is needed to avoid jumping ideas or even premature closure. When the group has agreed with the chosen theme, it will continue to the search for a theme which will also involve students in selecting the pictures they need as illustrations in the stories. It aims to stimulate students' creative thinking skills in combining and connecting parts of the scenes in the pictures, so students are able to elicit creative ideas and then write stories from these pictures. From here, students can write narratives from pictures where they can also determine how the beginning, the climax, and also the ending of the story as their creativity in writing visual narratives.

Post-writing activities are provided as follow-up to the assignments that have been done by students and also students' feedback on the learning process of writing visual narratives (see Table 3.3).

Table 3.3 Post-writing activities

Stages	Goals	Activities	Character Building
Reflection	<ul style="list-style-type: none"> As follow up and find out more about students' abilities in terms of creative factors during visual narrative writing. 	<ol style="list-style-type: none"> Students in groups are asked to answer questions provided by the teacher related to the task of writing a visual narrative they have created. 	<ul style="list-style-type: none"> Creative thinking Cooperation Responsibility
	<ul style="list-style-type: none"> To evaluate activities during the learning process and also to understand the advantages and disadvantages of the learning strategy for students. 	<ol style="list-style-type: none"> Students are asked to write messages, impressions, criticisms, or also suggestions of the learning process. 	<ul style="list-style-type: none"> Honesty Critical Thinking

As a reflection, post-writing activities are designed for two purposes, both of which have an important role in understanding the advantages and disadvantages of the learning strategy for students. The first reflection relates to the follow-up of the visual narrative writing task which in this case aims to further investigate the students' abilities in terms of their creative factors during the visual narrative writing process. These factors include how fluent students in responding to the visual narratives they make, how high the level of originality of their work is, how they can elaborate every detail of the story, how they can formulate a title for their story, and also how they write a

narrative well. All follow-up will be presented in several questions that have been provided by the teacher and then students can write their answers on the worksheets by group discussion. While the second reflection leads to an evaluation of student activities during the learning process which aims to understand more about the learning strategies used (i.e. writing visual narratives) to build students' creativity in creative thinking or creative writing skills. In this case, students can also provide feedback based on what they experienced and felt during the implementation of this strategy. All of these post-writing activities have goals and benefits that lead to how this visual narrative writing strategy can build students' creative thinking and creative writing skills.

D. Data Collection

Research data is collected from several techniques, each of which has its own purpose and function. In case study, the types of data collected can be observations, interviews, documents, recordings, and case artifacts.⁵⁴ The first technique is direct observation which aims to find out more about conditions of the participants related to the case to be studied. In this case, observation is based on predetermined research focus so it becomes the main tool in data collection.⁵⁵ By this premises, direct observation can lead researchers to understand more deeply about the focus of the case to be studied. It was created when the researcher interacted with the students directly during the learning activities when enacting visual narrative writing strategies to the

⁵⁴ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3rd ed) (Thousand Oaks: SAGE Publications, 2013), p. 149.

⁵⁵ Creswell, *Qualitative Inquiry & Research Design* (3rd ed), p. 166.

students. Here, the researcher not only collects field notes during the learning process, but also captures several pictures when students are actively involved in critical incidents such as discussing narrative material, observing the example of visual narrative, writing visual narrative, and so on. Hence, these pictures can help the researcher in the process of data analysis based on visual media (i.e. captured pictures) that have been collected.

The second technique of data collection was obtained from in-depth interviews with students. This interview was conducted with the aim of understanding more deeply about something that cannot be observed directly.⁵⁶ Therefore, the researcher used semi-structured interviews so students could express their feelings and experiences during the learning process honestly without certain demands. In this case, the questions formulated related to the students' opinions and perspectives on the implementation of the writing visual narrative learning strategy in their writing skills. As a highlighted note, this interview was conducted using Bahasa Indonesia and was voluntary which means that it would only be conducted to students who were willing to be interviewed so they were also more comfortable and flexible in conducting interviews. During the interview, the researcher recorded the process from the beginning to the end of the interview to make it easier for the researcher to note points from the interviewee which may have been missed during the interview process. Not only as a recorder for the perspective of the interviewee in a full and fair

⁵⁶ Michael Quinn Patton, *Qualitative Research & Evaluation Methods (3rd ed)* (Thousand Oaks: SAGE Publications, 2002), p. 340.

manner, but the recording can also help the researcher in transcribing the data accurately.⁵⁷ The following is formulation of the core questions adopted⁵⁸ with several adaptations according to the needs of this research (see Table 3.4).

Table 3.4 Semi-structured interview questions

Aspects	Questions
Person	<ul style="list-style-type: none"> • In group discussion activities, how did you do to fulfill your role? • How did you do each task which is group based?
Process	<ul style="list-style-type: none"> • To define an idea in your group, what would you do to generate it? • When you enter the writing process, what did you get from the examples you have explored?
Product	<ul style="list-style-type: none"> • How could you write narrative text from pictures? • What innovations could you get from learning to write visual stories?

Document analysis as the last technique, the researcher reviewed the documents needed to strengthen other data that has been collected previously. To add “the analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy.”⁵⁹ The documents include field notes and student artifacts during learning activities such as final notes on discussion results, to the final results of visual narrative writing. The

⁵⁷ Patton, *Qualitative Research & Evaluation Methods (3rd ed)*, p. 381.

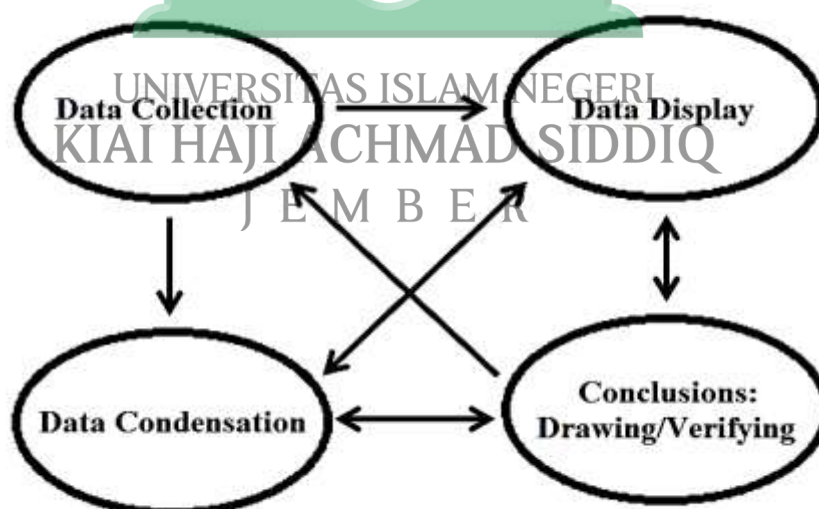
⁵⁸ Sandi Ferdiansyah, Ahmad Winarno, and Zally Ardhita, “Service learning in Indonesia: developing undergraduate students’ leadership during COVID-19 pandemic”, *Higher Education, Skills, and Work-Based Learning*, 2022. DOI 10.1108/HESWBL-06-2021-0123.

⁵⁹ Jennifer Mason, *Qualitative Researching (2nd ed)* (Thousand Oaks: SAGE Publications, 2002), p. 103.

purpose of this stage is to support and strengthen the data that has been collected before.

E. Data Analysis

Data analysis is a follow-up to the data that has been collected either through direct observation, in-depth interviews, and also document review. In addition, “qualitative data analysis is a continuous, iterative enterprise.”⁶⁰ By that previous statement, the researcher conducted data analysis while data collection was in progress and after data collection was complete. For example, during the in-depth interview process, when the information given by the interviewee is less precise or inaccurate, the researcher continued to ask more questions until the information obtained can be considered credible. Judging from that, the analysis of this case study data uses an interactive model which consists of several stages (see Figure 3.1).



⁶⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook (3rd ed)* (Thousand Oaks: SAGE Publications, 2014), p. 32.

Figure 3.1 Components of qualitative data analysis: Interactive Model by Miles, Huberman, and Saldaña (2014)

1. Data Condensation

When entering the school, the data obtained is more varied, extensive, and too complex. Here the researcher needs to condense the data and make it more detailed based on the predetermined research focus (see Figure 3.2). In this process, the researcher condensed data from observation notes, field notes, transcripts of in-depth interviews, and also documents related to student artifacts (e.g. group discussion notes, and visual narrative writing).

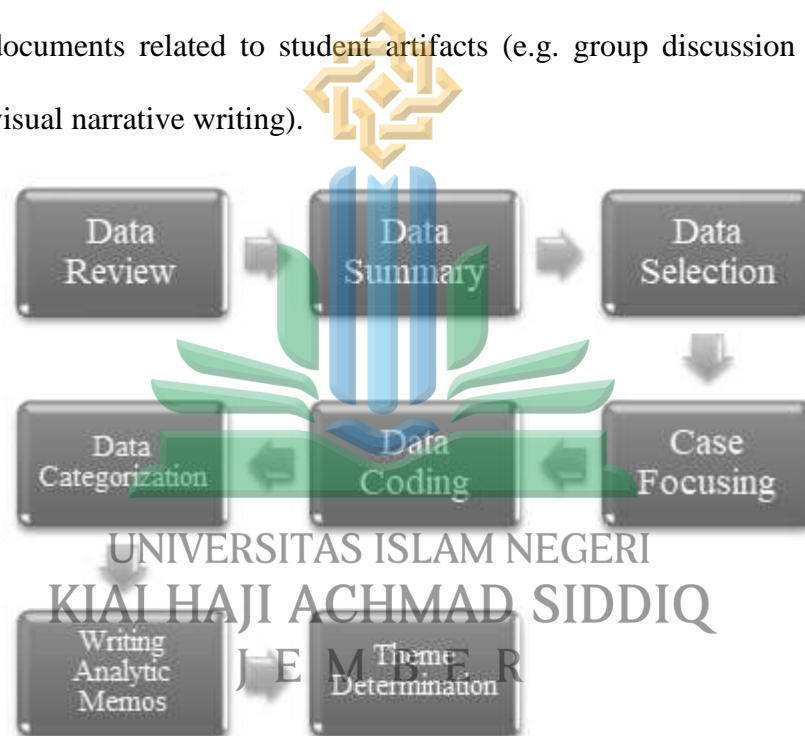


Figure 3.2 Flows of the data condensation process

“Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we’re making

data stronger.”⁶¹ Ample from the previous statement, data condensation is an inseparable part of the data analysis process because the data became more covered based on the predetermined research focus so the data is more stable and credible.

2. Data Display

After going through the data condensation process, the researcher display the data with the explanation about the results of the filtered data and or can also depart from charts or something similar (if needed) and then completed with more explanations about it. To strengthen, “the most frequent form of display for qualitative data in the past was extended text.”⁶² Anchored on the previous statement, in addition to presenting complete and detailed data condensation results, data display also plays a role in assisting the researcher understand the data can be analyzed more deeply or still requires further data condensation to get more credible data (see Figure 3.1).

3. Conclusion: Drawing/Verifying

This stage guided the researcher to re-understand what can be underlined during the research process, data collection, and data analysis. When the research focus points were blurry become clearly, it is definitely supported by valid data with credible conclusion which becomes new finding and different from previous studies.⁶³ But if the data is not valid, then further data display process is needed, or more detailed data

⁶¹ Miles, Huberman, and Saldaña, *Qualitative Data Analysis (3rd ed)*, p. 31.

⁶² Miles, Huberman, and Saldaña, *Qualitative Data Analysis (3rd ed)*, p. 31.

⁶³ Sugiyono, *Metode Penelitian Kualitatif (3rd ed)* (Bandung: Alfabeta, 2018), p. 103.

condensation, and even re-collection to get more credible data (see Figure 3.1). Here, “final conclusions may not appear until data collection is over.”⁶⁴ According to the previous statement, drawing conclusions requires valid data starting from the data collection process, to data analysis so credible conclusions can be verified.

In analyzing the data, the researcher focused on the cycle of the four processes above (see Figure 3.1) until credible conclusions are obtained. Each of those sections has a role which determines how the analysis process can be done properly. Thus, the researcher can highlight each process to be understood and studied when analyzing the data to determine the results.

F. Trustworthiness

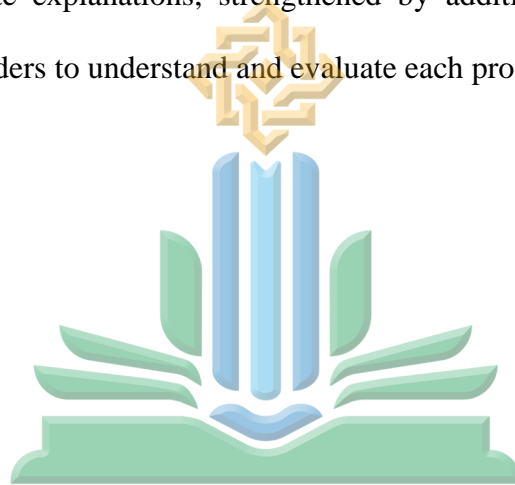
It has become necessary in empirical studies to test how far the truth of the data in research is. Trustworthiness or can also be called rigor of a study which refers to how the data can be trusted, what the interpretation is, and also what methods are used to ensure the quality of the research.⁶⁵ To support this, criteria that are often used in qualitative research include credibility (believable research), dependability (data stability), conformability (authenticity of reflection), and also transferability (descriptive data for evaluation and consideration).⁶⁶ To fulfill these four criteria, the researcher used triangulation of data sources through data collection and data analysis

⁶⁴ Miles, Huberman, and Saldaña, *Qualitative Data Analysis (3rd ed)*, p. 32.

⁶⁵ Lynne M. Connelly, “Trustworthiness in Qualitative Research”, *Medsurg Nursing*, Vol. 25, No. 6, November-December 2016, p. 435.

⁶⁶ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills, CA: SAGE Publications, 1985), p. 300.

methods. The researcher triangulated data collection through direct observation which was strengthened by several critical incident captures, in-depth interviews which evidenced by recordings, and also document analysis which involved student artifacts. These data were processed and analyzed using an interactive model based on available cycles to produce credible findings (see Figure 3.1). All processes of how data is collected and analyzed to become findings is explained in a coherent manner from beginning to end, with complete explanations, strengthened by additional evidence, so it is easier for readers to understand and evaluate each process of this case study.



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reveals the two sections available to answer the focus questions of this case study (see Chapter 1). The two sections consist of findings from qualitative data collected and then analyzed also the second part is in-depth discussion of qualitative findings.

A. Research Findings

The themes that emerged in the research findings are the most dominant themes which are also related to the aims and objectives of the research. This case study focuses on how visual narrative-based writing task can engage students to elicit creative ideas for writing so they can also increase their creativity in creative writing skill. These research findings are the result of analysis of data collected from field notes during observations, in-depth interviews, and document reviews which include photo capture of critical incidents as well as students' artifacts. There are four dominant themes of student involvement in visual narrative writing activities which include; (1) teacher scaffolding for content knowledge building, (2) visual media for creative ideas elicitation in writing, (3) creativity development through writing visual narratives, and (4) post writing activities as a site for students reflective practice. These themes will be presented in chronological order of learning activities, and illustrated with research evidence which

represent each theme. All data findings will be presented in descriptive form which will be complemented by in-depth discussion.

Teacher scaffolding for content knowledge building

The initial step in realizing this strategy is to provide brainstorming as a trigger to think more deeply about the use of visual media in creative writing. To add, students will be given examples of snippets from a story to stimulate their visual thinking skills. As the first activity for the stepping stage in order to build students' basic knowledge and understanding of narrative material, they conduct group discussions. In this case, each group consists of three students with their respective roles such as looking for information (i.e. narrative materials) through text books or the internet, leading the discussion of narrative material obtained previously, and also writing the results of the discussion as notes.

Teacher : So what role did you play in the group discussion session?

Student 1 : Here I got the writing section

Teacher : Does it mean you write the results of the discussion? Then how do you write the results of the discussion?

Student 1 : Yes, I write notes based on the results of the discussion and decisions that have been determined together. The process is like, we have a joint discussion related to the material obtained by the previous information seekers, during the discussion until this is finished and then I wrote the overall results. (Data display of in-depth interview 2/A, September 21st, 2022).

Group discussion activities run with their respective roles (see Figure 4.1). The discussion proceeds based on the sequence of roles which begins with seeking information (i.e. narrative material) from related sources, then discussing the material obtained which is led by one student, while the other

one is writing the results of the discussion as a whole. This group discussion also allows students to help each other to complete their writing tasks.



Figure 4.1 Group discussions, August 22nd, 2022
Perform respective roles to discuss narrative material

Students are more flexible in learning and exploring new things, then exchange thoughts, ideas, or opinions between members in response to a topic related to the material they are discussing (see Figure 4.2). Besides that, they are also able to learn as well as understand the material in their own way and also explain in their own language so this basic understanding is easier for them to remember.

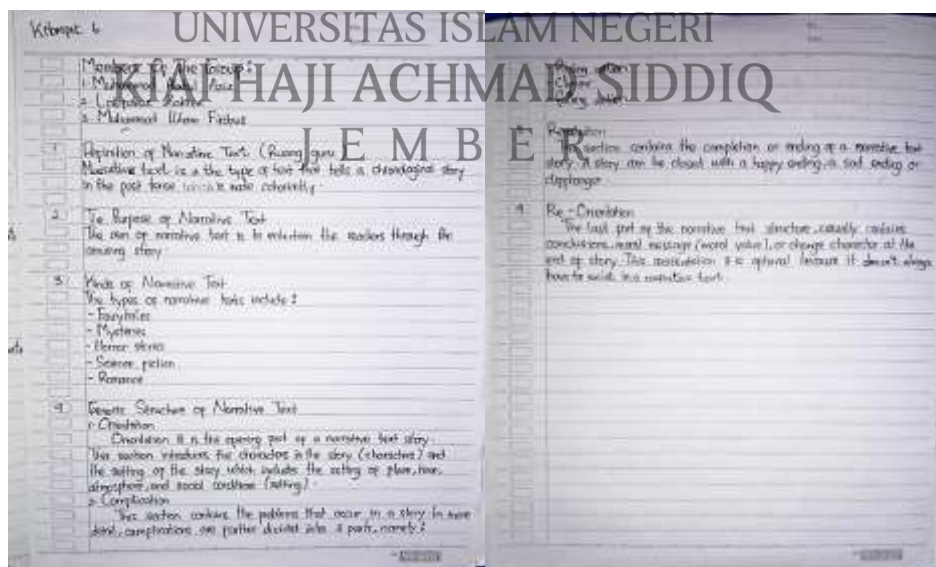


Figure 4.2 Discussion notes, August 22nd, 2022
Notes of group discussions to build basic knowledge of narrative material

During the activity, the teacher will monitor each group to ensure students remain involved in doing their roles without obstacles. Besides that, as an effort to practice their understanding during group discussion activities on narrative material, the teacher also provides example of narrative text which involve each group to discuss and collaborate in analyzing the text and then determine the plot, setting, characters, and moral values of the story (see Figure 4.3). In addition to applying what they have learned during the discussion, this task also trains students' critical thinking skill so it is easier to understand the narrative material.

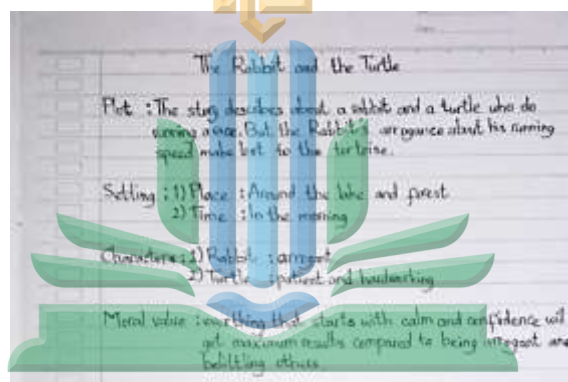


Figure 4.3 The task of analyzing narrative text, August 22nd, 2022
Results of group discussions in analyzing example of narrative text

Teacher : Well, the group's task after discussion is to analyze the narrative text about a Rabbit and a Turtle, so how did you and your group complete that task?

Student 2 : We discussed about the character, moral value, and also the plot (story) together, because if it's done individually, I'm afraid there will be member who don't understand the text. We always discuss together, so if there is one or more members who may not understand the material, it means that we (who understand) give an explanation first (to friends who do not understand) before continuing the next discussions. (Data display of in-depth interview 2/D, September 22nd, 2022).

Sketching on a series of stepping stages with the evidence of the data presented, it shows that there is beneficial contribution to the students learning process. As found, in group discussion activities which involve them being responsible for each role, then collaborating and helping each other in completing tasks, as well as how to build basic understanding in groups through these discussions. With the findings on this theme, group discussions are proven to stimulate students' critical thinking skills so they can also build basic knowledge in understanding narrative material as a stepping stage before they receive further instruction on the use of visual media in creative writing.

Visual media for creative ideas elicitation in writing

Entering the introduction on the use of visual media (i.e. pictures) which are used to support higher-order thinking in gaining creative ideas for writing, this strategy also involves students to do visual thinking. These learning steps include making simple object illustrations through several basic shapes and then doing in-depth visual analysis, before finally creating free writing based on creative ideas obtained from the visual analysis process. On this stage, students are focused on their involvement in visual writing activities adopted from TTCT: Figural design which has been adapted based on the focus of the strategy in this research.

Teacher : Is this your first time writing based on pictures? In your opinion, do pictures media affect your enthusiasm for writing?

Student 2 : Yes, it had an impact on my enthusiasm for writing because the pictures are unique so it trains my imagination better and makes learning more fun. In addition, we can also have

discussions so we can exchange ideas and thoughts with each other. (Data display of in-depth interview 2/D, September 22nd, 2022).

As seen in figure 4.4, students complete visual writing tasks by collaborating among group members to exchange and share ideas and opinions so it is able to open their minds about various thoughts and understandings of a picture or even many pictures. To add, these activities engage students in creative thinking to come up with ideas in each process. As in the process of making objects from basic shapes, they seem motivated and think hard about what and how the object will be illustrated so even in the writing process, they can present their creativity in free writing easily.



Figure 4.4/ Group collaboration, September 5th, 2022
Doing visual analysis to get creative ideas in writing

The use of pictures as supporting media in the writing class seems to produce good results. Beside to training imagination and creative thinking, it also offers learning writing skills with new strategies and styles which more fun and certainly effective. With combination of teamwork, students will be more enthusiastic to cooperate and collaborate in sharing and exchanging ideas to complete their writing. All of these impacts will make creative

writing have the potential to explore students' imagination and creativity so it can foster their enthusiasm and curiosity towards other visual writing.

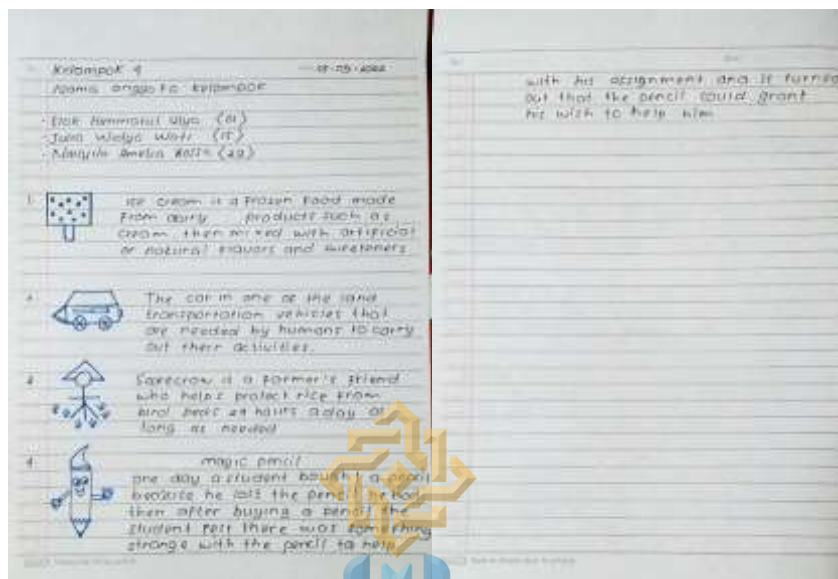


Figure 4.5 The task of visual writing, September 5th, 2022
Students' creativity in group visual writing

One of the student worksheets in Figure 4.5 which shows their creativity in creating object illustrations of several basic shapes (see Appendix 3) as well as reflecting and elaborating their ideas in free writing. Anchored on the previous statements, visual media in the form of pictures plays an effective role to engage students in creative thinking. Here, students will further explore their potential by sharing and exchanging ideas, opinions, and thoughts with their peers so it will also open up their wider horizons in visual analysis through pictures. With the originality of their ideas, free writing will be easier to do in order to reflect their creativity.

Creativity development through writing visual narratives

As the main project in this learning strategy, writing visual narrative is mediated with additional internet websites which support similar learning

focus. In this case, the teacher chose *Storybird* which was easily accessible through the website (*storybird.com*) and considered qualified in presenting language learning features. *Storybird* itself is a digital platform which combines words with pictures into visual-based creative writing. With the illustrations provided, it can inspire students to build creativity in writing based on the ideas they get when analyzing each picture. Moreover, students can also review the writings of other authors in the reading feature as an initial view before writing which involves students in determining the story ideas they will make.

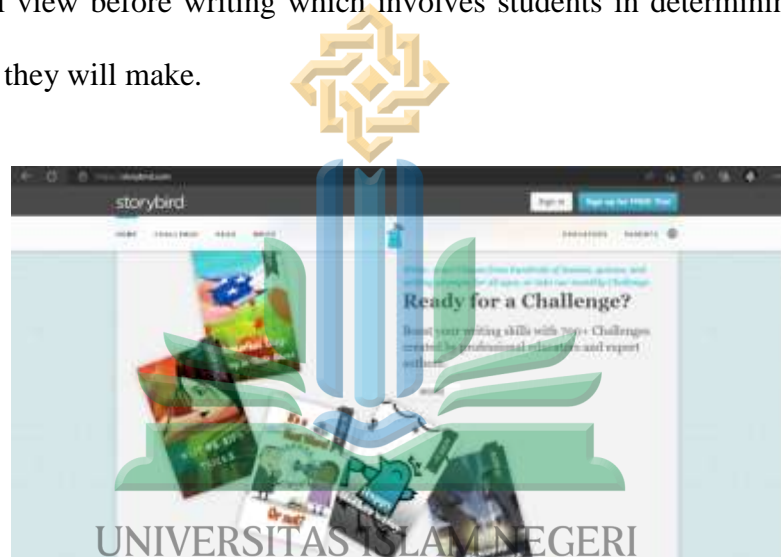


Figure 4.6 Welcome view of *storybird* website (*storybird.com*)
Accessed on August 18th, 2022

In this project, learning activities will begin with briefing by the teacher for students regarding the use of the website and then continue to the exploration activities for examples of visual narrative texts available in the reading feature. Apart from providing some initial views on what they need to pay attention to when writing visual narratives, this exploration also aims to offer content inspirations and varied story themes. While exploring, students can also discuss to determine themes and ideas for their stories. The process

of writing visual narratives begins when they enter the stage of selecting themed pictures on the writing feature. In arranging the story, students are free to determine the sequence of completions, which include selecting picture for each scene, writing narrative texts which reflect each picture, and formulating the title.



Figure 4.7 Group collaboration (Visual Analysis), September 7th, 2022
Determining the appropriate story text to the selected series of pictures

In contrast to the process of making visual narratives which is usually done by determining the picture in each story scene first, there are also some groups who prefer to make the story text first. This process does not mean that they will skip visual analysis of the selected pictures because even when selecting pictures based on the story, they need to analyze which pictures can describe the scene in their story. If they face difficulties in matching the available picture with a scene in their story, they will also change the story text in that scene which is adjusted to the selected picture. Reflecting on these processes, students try to demonstrate their creativity with their own creative thoughts and ideas through visual narrative writing projects.

Teacher : After you tried to explore the examples of picture stories there yesterday, were you inspired by the examples?

- Student 1 : I was very inspired! Yesterday I was interested in an example of a high school student's love story.
- Teacher : As for the writing process, were there any difficulties in making the story?
- Student 1 : I seem to be a little confused when searching and matching pictures. Here, our group created the story text first and then chose the appropriate pictures
- Teacher : When you have created a story text for each scene first, and then have trouble choosing the appropriate picture, so what did you do?
- Student 1 : Yesterday, I preferred to change the story text in a scene which I felt did not match to the available pictures. But if the scene in the story matches to the picture, I won't change it. So I only change the story text if needed. (Data display of in-depth interview 2/A, September 21st, 2022).



Figure 4.8 Students' visual narrative snippets, September 7th, 2022
Demonstrating original creativity

What students have learned in the first and second meetings will greatly affect how they complete their visual narrative writing project. As in the first meeting, they learned the basic material on writing narrative texts so it would be easier for them to create stories which had good structure and important components in it. Meanwhile at the second meeting, they learned about visual writing which involved them in visual thinking before writing.

All of these provisions were applied to this visual narrative writing project with the aim of demonstrating their creativity in creative writing skills.

Post-writing activities as a site for students reflective practice

Post-writing activities are an analysis of the entire teaching and learning process from the first to the last meeting which includes follow-up and self-reflection. Follow-up activities lead to evaluation of understanding and implementation of the material that has been learned. All follow-up are presented in several questions and then students can write their answers on a worksheet by group discussions. While self-reflection activities aim to measure the advantages and disadvantages of the learning process using this strategy for each student. Different from follow-up activities, self-reflection is intended for each student by answering questions that have been determined by the teacher.

Submit to this GoogleForm: <https://forms.gle/7YP2RUstt0uM9cS6>

Group:	Name 1: M. Abdul Aziz
6	Name 2: Latifatuz Zahro
	Name 3: M. Ilham Firdaus
KUALAHAJI ACHMAD SIDDIQ UNIVERSITAS ISLAM NEGERI Jember	
Follow-Up Activity	
Answer	<ol style="list-style-type: none"> 1. Narrative is an essay that presents a sequence of event in chronological order. Visual narrative is a story that is presented with the addition of visual images so that readers can easily understand it. 2. The theme we choose was about romance 3. Because the theme of romance is very interesting to tell and is very liked by teenagers. 4. Our group chooses the picture that matched the story condition which we created before. 5. By imagining the romance that teenagers are currently experiencing. 6. We are inspired by example in wattpad and storybird stories. That's why the idea for the title came up. 7. Edward and Alena. Edward has a cool but caring nature, while Alena has an innocent and intelligent nature. 8. It starts with an innocent student named Alena who likes Edward, the most handsome man in her school. But due to Alena's intelligence and soft voice, Edward then fell in love with Alena too. 9. The story happened at school. 10. If we love someone sincerely then the love will be reciprocated sincerely too.

Figure 4.9 An answer sheet of follow-up questions, September 12th, 2022
Follow-up answers resolved by group discussion

An answer sheet (see Figure 4.9) from one group which is their attempt to show the results of the analysis and evaluation of what they have discussed, learned, and created in previous meetings. Not only to engage students in higher order thinking, the follow-up questions (see Appendix 4) also aim to test the originality of their ideas and creativity in a visual narrative writing project. Thus, students easily remember, confirm, and reinforce what they have learned during the learning process.

Teacher : Okay, may I know what the title of the story you made yesterday was?

Student 1 : The title is "Teenage Love Story".

Teacher : Can you tell me briefly about the plot, how can it be titled "Teenage Love Story"?

Student 1 : Well... In one school, there was a boy who was very handsome, he was very famous. Then there was a girl who liked him, she was very innocent but very smart. The love story begins when the girl hopes to be close to the boy, but she realizes that it is impossible. But in fact because of her intelligence, she won the competition and from there the boy began to be curious and interested in her. (Data display of in-depth interview 2/A, September 21st, 2022).

Towards the second activity in post-writing is self-reflection (see Appendix 4) which aims to measure and find out the advantages or disadvantages of implementing this strategy for each student. More precisely, students do self-reflection to analyze, understand, and know all their strengths and weaknesses as far as narrative lesson has been done. In this term, students can also provide feedback in the form of complaints, criticisms, suggestions, as well as impressions and messages based on what they experienced and felt during the implementation of this strategy.

Submit to this GoogleForm: <https://forms.gle/AZfR9jC5nYw4sDbz6>

Name: Muhammad Abdul Aziz
SRN: 25
Self-Reflection
Answer: 1. Yes, I understand today's lesson 2. I have a little difficulty translating the Indonesian stories I wrote into English. 3. I solved it by asking google translate for help with a little correction from what I've learned 4. I have discussion friends I can work with and collaborate with 5. Actually, my weakness was only a little lack of focus in the third meeting because previously I was thinking too much about the math assignments which had to be submitted after school 6. Yesterday I tried to focus on this lesson, and I became more focused when I found out about learning to write using visual technology... it was my first interesting learning experience 7. I think it's very clear and easy to understand 8. I just really liked and was impressed with English learning this time because by utilizing today's very sophisticated technology. I think it really affects students' enthusiasm to learn

Figure 4.10 An answer sheet of self-reflection questions, September 12th, 2022
Analyzing and understanding self-ability through self-reflection

Teacher : So far in your opinion, is narrative learning with pictures effective?

Student 1 : In my personal opinion, of course it is effective because it can build imagination, as well as make us more excited. So I can be more productive in writing

Teacher : Does it mean affect your creative writing skills?

Student 1 : Yes, it is very influential. Maybe people have different ways of thinking and understanding, but with the use of picture media in narrative writing, it allows me to think creatively and imagine further. (Data display of in-depth interview 2/A, September 21st, 2022).

From the two evidences above, students can evaluate their learning activities to write visual narratives that have been done both in terms of understanding, weaknesses, strengths, criticisms, and even suggestions. Therefore, this self-reflection activity is not only to find out how this strategy has impact on the learning process, it can also accommodate students' perspectives regarding the whole teaching and learning activity to be used as innovation and improvement for teacher in future learning.

To put it in a nutshell, the four finding themes have been described indicate that the visual narrative writing strategy has positive impacts on the students' learning process in creative writing. For example, when they are involved in using picture media to stimulate them to elicit creative ideas in writing, they can also promote the authenticity of their creativity in their visual narrative writing. Not only involving students in building creativity in writing with the originality of their ideas, but it also involving them in higher order thinking. With that in mind, students will find it easier to learn and understand the material so it tends to be easier for them to remember and practice it on other occasions.

B. Discussion

The discussion in this case study describes the themes emerged in the previous qualitative data findings. All discussions refer to the use of picture media to support learning in creative writing mediated by visual-based digital platform (i.e. *storybird.com*). It explores how students engage in creative thinking to get ideas for writing and how they express their original creativity in visual narrative writing. Starting from the findings, there are four themes as core indicators in this discussion which include; building basic knowledge at the beginning, using pictures to get creative ideas in writing, demonstrating creativity through visual narrative writing, to analyzing and evaluating overall learning process at the last meeting.

The first finding is in line with the theory of how group discussions can build interaction and communication to solve a problem, or verbally and

nonverbally reciprocate to achieve certain goals.⁶⁷ In this study, students share and exchange ideas, opinions, and even thoughts among group members to study and understand narrative material as their first step in this strategy. Group discussions and role division were chosen as learning methods because it can assist students in finding, processing, and producing information related to the narrative material they are learning so that they are more actively involved in learning activities. Group discussion also encourage them to think critically in processing and studying the material so learning understanding can be achieved easily in their own way and their own words. To strengthen, a finding recommends the key to the effectiveness of group discussions can be seen from how the group is organized, what kind of task design is provided, and what actions are given by the instructor.⁶⁸ The strategy in this study covers all three, from the arrangement of the division of roles, the design of tasks that require the involvement of teamwork, to the monitoring carried out by the teacher in each group.

Monitoring how learning is taking place is the teacher's effective role in checking students' progress. As stated, teachers need to determine whether students face or find difficulties so they need extra help or maybe just make sure learning activities can run well without obstacles.⁶⁹ Not only to provide further explanation of the concept and process of the task if needed, but this

⁶⁷ Gloria J. Galanes and Katherine Adams, *Effective Group Discussion: Theory and Practice (14th ed)* (New York: McGraw-Hill Companies, 2013), p. 9.

⁶⁸ Robert Stroud, "Second Language Group Discussion Participation: A Closer Examination of 'Barriers' and 'Boosts'", *Proceedings of the International Conference on Education and Learning (ICEL)*, Vol. 1, 2017, p. 52.

⁶⁹ Kathleen Cotton, *Monitoring Student Learning in the Classroom* (Portland, OR: Northwest Regional Educational Laboratory, 1988).

monitoring also provided feedback on the task they are currently working on. As a result, students can be more serious in doing discussion activities well so they can help each other in building basic understanding of narrative material. In line with a finding about teachers supervising students' activities, interacting directly rather than waiting for them to ask questions, and also providing feedback during learning has proven to be effective and has positive effect on student learning development.⁷⁰ Drawing on the previous statements, all components of this strategy especially during group discussions have been designed to create learning activities which tend to more actively engage students with teacher supervision so students are easier to build basic understanding in their own way and language.

The second finding refers to the use of visual media that stimulates students to think creatively to get ideas for writing. As in general, original ideas greatly affect the characteristics of written content which reflects how the author illustrates and elaborates their creative ideas in their own way.⁷¹ By supporting visual stimulation adapted from TTCT, students can realize their ideas through simple object illustrations. Not without purpose, this object illustration aims to involve students in visual thinking and come up with creative ideas which they are free to create their writings in descriptive, narrative, expository, persuasive, or other forms. The main point is how the use of visual media can help students to explore their imagination and get

⁷⁰ Deanna T. Vaccaro and Laura D. Sabella, "Impact on Student Learning: Monitoring Student Progress", *Journal of Practitioner Research*, Vol. 3, No. 1, Article 5, 2018, p. 1, <https://doi.org/10.5038/2379-9951.3.1.1070>

⁷¹ Anne Hanson, *Visual Writing (1st ed)* (New York: LearningExpress, 2002), p. 76.

creative ideas in writing. Therefore, writing is a fun thing to do in order to reflect and elaborate what is on their imagination in their own way.

Supported by a research on the integration of visual arts and writing as media for self-expression and creative thinking has succeeded in providing learning opportunities for students to explore new connection, meaning, and deeper understanding of writing.⁷² More than just understanding, this strategy involves students actually creating a product where they make visual-based free-writing as their first step in writing based on visual analysis through pictures. The existence of visual media has succeeded in attracting students to come up with more creative ideas from the diversity of their imaginations for more enjoyable writing activities. Even as if the ideas kept flowing, students enthusiastically reflected the illustrations of simple objects they created in free writing. Collaboration of creative ideas, opinions, and thoughts among members in the group always fills the process to produce original visual writing. In sum, picture media is very influential in helping students come up with creative ideas for writing so they can better explore the understanding they capture from the visual analysis process of the picture itself.

Developing creativity through visual-based narrative writing task is the third finding which becomes the new strategy and the main project in this case study. The visual-based narrative writing project in groups is mediated by a digital platform of an internet website (i.e. *storybird*) that supports language learning with visual media. Visual media itself can stimulate

⁷² Louise J. Shaw and Lynda M. Valerie, "Re-Imaging Student Learning Through Arts and Literacy", *Journal for Learning through the Arts*, Vol. 14, No. 1, 2018, DOI:10.21977/D914136720

creativity and expand understanding of something with the originality of each individual idea in creative writing.⁷³ Here, students are wider in exploring their creative ideas in learning languages, especially creative writing through the visual media. Creative writing supported by visual media will bring up more creative ideas so they are also able to develop their creativity and this creativity is the focus of *storybird* in attracting students who take advantage of its features. In a study proved *storybird* could encourage students to continue to come up with creative ideas for writing through the pictures provided in it.⁷⁴ It shows how the role of visual media in contributing to stimulate students' fluency of ideas and creativity to write in their own way.

Not only as an art which catches eyes, visual media has great potential as pedagogical tool to engage students in critical thinking and show their own creativity when exploring the meanings they convey in narrative writing.⁷⁵ As in the example before working on a writing project, each group was allowed to explore the available visual narrative examples to understand what and how the product should be made. More than expected, they were actually attracted and inspired by these examples of visual narratives which stimulated their imagination to write stories with their own style and creativity. With this visual analysis process, students are more active in creative thinking and also produce words in producing visual narrative writing with their own

⁷³ Mannay, *Visual, Narrative, and Creative Research Methods: Application, Reflection, and Ethics*, p. 58-59.

⁷⁴ Yeison Edgardo Herrera Ramirez, "Writing Skill Enhancement When Creating Narrative Text Through The Use of Collaborative Writing and The *Storybird* Web 2.0 Tool", *Colombian Applied Linguistics Journal (CALJ)*, Vol. 15, No. 2, 2013, p. 177.

⁷⁵ Lewis, "I hate writing: making a case for the creation of graphic novels in the Caribbean English classroom to develop students' creative writing skills", p. 2.

interpretation style. Eventually, they will be excited about learning opportunities which involve them in writing activities supported by utilization of technology and development of creativity.

As a last finding, the successful post-writing activities become reflective practice for students on what they have learned. For example, the reflective structure created by Gibbs as an effort to improve the cycle of learning experience or to reflect on personal experiences during learning.⁷⁶ Not only improving the experience of what students have learned, this activity also tends to explore what and how their learning experiences and feelings during the series of meetings that have been done as a whole. The first reflective practice is through group-based follow-up questions. It greatly affects students' critical thinking skills because it involves them to recall what they have learned so they can also gain reinforcement on the material has been studied before. Follow-up activity is also to investigate the originality of their ideas and their understanding of the visual narrative writing products they have created. While the second reflective activity refers to descriptions of experiences, feelings, evaluations, analyzes, conclusions, to completions made by each student on the whole process and learning activities.

In line with that, a similar research result is related to how reflective journals affect student learning. They prove that the practice of reflective writing has effects on increasing students' conceptual understanding of the material, stimulating their growth of patterns in thinking, and helping to

⁷⁶ Graham Gibbs, *Learning by Doing: A Guide to Teaching and Learning Methods (1st ed)* (Oxford: Oxford Centre for Staff and Learning Development, 2013), p. 49.

express their thoughts about the whole learning process.⁷⁷ Likewise with the practice of writing a reflective journal which aims to find out how the implementation of this visual narrative writing strategy can be meaningful for students as a whole. With these, the teacher can also understand how the advantages and disadvantages of visual media strategy in narrative writing learning.

On the other hand, even though this study provides in-depth look at the positive impact findings on the use of visual media in creative writing skills, it is limited for two reasons. First, the use of this strategy is limited to developing creativity in creative writing skills in the form of narrative texts. So that further research is needed in the implementation of other forms of writing skills. Second, this research is tied to the latest curriculum provisions which demand learning strategies based on vocational and educational phase levels. Therefore, the researcher offers suggestions for future researchers to fill this gap which may be applied in other contexts without any provisions tied to future research.

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⁷⁷ Hinda Hussein, "Examining the Effects of Reflective Journals on Students' Growth Mindset: A Case Study of Tertiary Level EFL Students in the United Arab Emirates", *IAFOR Journal of Education*, Vol. 6, No. 2, 2018, p. 34.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This is the last chapter presented to explain two points which include the final conclusion and also suggestions. The final conclusion refers to the summary of the entire chapter related to the implementation of the strategy in this research. Meanwhile, suggestions are provided for input that might be used as a reference for teachers and future researchers.

A. Conclusion

Pulling the thread on findings, the researcher concluded that there were two findings which could be used as answers to the research focus related to how visual media involve students in creative thinking to elicit ideas for writing and also how the task of writing visual narratives can develop students' creativity in creative writing skills. While the other two findings are new findings which appear as evidence that the strategy is really prepared to provide meaningful learning for students. These findings include how teachers scaffold to build students' basic knowledge of the material and also how post-writing activities become sites for students' reflective practice. Most of the students who were directly involved expressed how they were very passionate about language learning, especially writing mediated by visual-based technology which was very fun and not boring. They tend to be productive in writing because they feel that visual media is very helpful in increasing their imagination and creative thinking skills so they are more

enthusiastic to realize the authenticity of their creativity in their visual narrative writing.

Additional findings can be reviewed on how the teacher's scaffolding can provide directions for students in conducting group discussions which aim to gain understanding of narrative basic material. With the group discussion method, students are not only more flexible in learning and understanding material in their own way and language, but they can also share and exchange ideas, opinions, and thoughts with each other so they can explore learning materials more broadly. To put it in a nutshell, the implementation of visual narrative writing strategy can build students' creativity in creative writing skills so it can be used as a reference for teaching strategies which involve students in writing activity, utilizing visual-based technology, and developing student creativity.

B. Suggestions

Referring to the conclusion above, the researcher offers several suggestions related to building students' creative writing skills mediated by visual-based technology which are as follows:

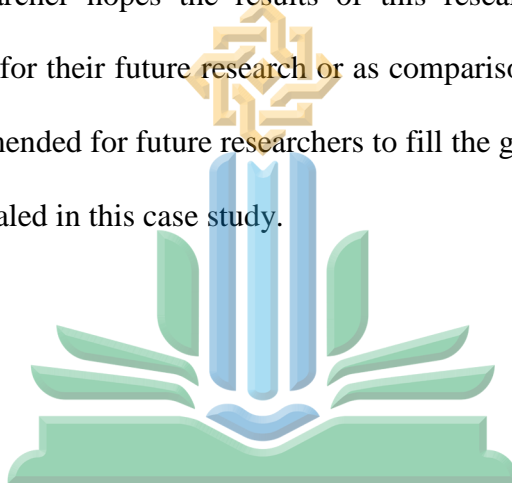
1. For pre-service and in-service English teachers

Judging from the objectives and learning outcomes in English teaching and learning activities based on the curriculum phase (see appendix 5), the implementation of visual narrative writing strategy with a series of learning stages is very effective in offering learning process with broad and deep exploration. Furthermore, the researcher hopes that it can be a

reference for teaching creative writing by utilizing the sophistication of visual-based technology which also has the potential to develop students' creativity in modern way through digital platform.

2. For further researchers

Not only for pre-service and in-service English teachers, but this suggestion is also intended for further researchers who will examine the use of visual-based technology to mediate students in creative writing. The researcher hopes the results of this research can be source and reference for their future research or as comparison to similar research. It is recommended for future researchers to fill the gaps which may not have been revealed in this case study.



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DECLARATION OF AUTHORSHIP

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State that the thesis entitled **“Building Vocational High School Students’ Creative Writing Through Internet Based Visual Narrative Writing Tasks”** is truly my original work. It does not incorporate any writings or publications previously written or published by another person except those indicated in the citations and also bibliography. If it is felt there are any objections, then I am the only person who will be responsible.

Jember, November 09th 2022

Author ,



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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Building Vocational High School Students' Creative Writing Through Internet Based Visual Narrative Writing Tasks	(X) Visual Narrative (Y) Creative Writing	1. Pre-writing Writing 2. Whilst-writing 3. Post-writing 1. Creative thinking 2. Critical thinking	1. Teacher scaffolding 2. Group Discussion 3. Narrative text analyzing 4. Visual writing 5. Visual narrative writing 6. Reflective practice	<ul style="list-style-type: none"> Classroom observation Document analysis Semi-structured interview 	<ul style="list-style-type: none"> Research approach: Qualitative approach Types of research: Case study Technique of data collection: Direct observation, Document analysis, In-depth interview Data analysis: Interactive model 	1. How can visual media involve students to elicit creative ideas for writing? 2. How can visual narrative-based writing tasks increase student's creativity in creative writing skill?

Appendix 2 (Lesson Plan)

PERANGKAT PEMBELAJARAN KURIKULUM MERDEKA BELAJAR

A. Identitas & Informasi Umum

Kode Modul Ajar	RPP/ING/SMK/E/NT
Nama Penyusun	Tsalji Magfirotus Sholihah
Asal Sekolah	SMKN
Bidang Keahlian	Bisnis dan Manajemen
Program Keahlian	Keuangan
Kompetensi Keahlian	Akuntansi dan Keuangan Lembaga
Fase/Kelas/Jenjang	E/X (Sepuluh)/SMK
Tahun Pelajaran	2022/2023
Jumlah Siswa/Target Peserta	35/Siswa Reguler
Mata Pelajaran	Bahasa Inggris
Materi Pokok	Teks Fungsional: <i>Narrative Text</i>
Alokasi Waktu (menit)	2JP x 4 Pertemuan (8 x 45 menit)

B. Capaian Pembelajaran Fase E

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

C. Tujuan Pembelajaran

- Pertemuan Pertama (2JP)
 - E.1 Mengidentifikasi fungsi sosial teks lisan ataupun tulisan berbentuk naratif fiksi dan nonfiksi (Narrative) secara kritis dan kreatif dengan tingkat kelancaran dan ketepatan yang optimal.
 - E.2 Menganalisis struktur dan unsur kebahasaan teks lisan ataupun tulisan berbentuk naratif fiksi dan nonfiksi (Narrative) secara kritis dan teliti dengan tingkat kelancaran dan ketepatan yang optimal.
 - E.3 Menganalisis pesan moral teks lisan ataupun tulisan berbentuk naratif fiksi dan nonfiksi (Narrative) secara jujur dan bijaksana dengan tingkat kelancaran dan ketepatan yang optimal.
- Pertemuan Kedua (2JP)
 - E.4 Memahami alur pemikiran kreatif dengan melalui media visual berupa gambar sebagai rangsangan awal
 - E.5 Menganalisis makna dari sebuah media visual ke dalam teks pemaparan ataupun cerita
 - E.6 Mengaplikasikan arahan dalam memanfaatkan teknologi dalam kegiatan pembelajaran literasi yang telah dijelaskan oleh guru melalui website (*storybird.com*)
- Pertemuan Ketiga (2JP)
 - E.7 Merencanakan penyusunan teks fiksi ataupun nonfiksi (Narrative) setelah mengamati contoh-contoh narasi visual di website yang telah disediakan (*storybird.com*)
 - E.8 Mengarang cerita fiksi ataupun nonfiksi (Narrative) sesuai dengan media visual berupa gambar yang telah dipilih dari websiter terkait
 - E.9 Menyajikan cerita fiksi ataupun nonfiksi (Narrative) yang telah dikreasikan kepada publik melalui berbagai saluran
- Pertemuan Keempat (2JP)
 - E.10 Mengevaluasi pemahaman cerita fiksi ataupun nonfiksi (Narrative) yang telah disusun dengan baik

E.11 Merefleksikan diri selama proses pembelajaran yang telah dilakukan

D. Pemahaman Bermakna

Narrative text adalah jenis teks cerita yang bersifat imajinatif dan juga menggambarkan rangkaian peristiwa dari waktu ke waktu dijabarkan dari awal, tengah, hingga akhir. *Narrative text* merupakan teks yang bersifat kronologis yang mana menceritakan suatu kejadian secara runtut.

E. Kata Kunci

Narrative, Visual Narrative, *storybird.com*, Writing, Reading, Creativity, Critical Thinking, Collaborative, Active Learning, Creative Writing

F. Profil Pelajar Pancasila

- Beriman kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
Pelajar yang senantiasa menjaga hubungannya dengan Tuhan Yang Maha Esa, memahami ajaran agama dan kepercayaannya sehingga dapat diterapkan dalam kehidupan sehari-hari.
- Berkebhinekaan Global
Menghargai keberagaman dimanapun berada, khususnya di sekolah, dengan tanpa membedakan ataupun dengan pilih-pilih teman.
- Bergotong Royong
Saling membantu dalam hal kebaikan, saling berkolaborasi dalam mencapai tujuan dalam mengerjakan tugas kelompok.
- Mandiri
Pelajar yang memiliki kesadaran akan tanggung jawabnya atas proses dan hasil belajar.
- Bernalar Kritis
Mampu secara objektif memproses informasi, membangun keterkaitan informasi, mengidentifikasi dan menganalisis informasi, hingga mengevaluasi dan menyimpulkan informasi.
- Kreatif

Mampu memodifikasi dan menghasilkan sesuatu yang orisinal, bermakna, bermanfaat, serta berdampak baik.

G. Sarana Prasarana

- Komputer/Laptop/Gawai
- Papan Tulis
- LCD Proyektor
- Spidol

H. Model Pembelajaran

- Tatap Muka (TM)
- Pembelajaran Jarak Jauh Dalam Jaringan (PJJ Daring)

I. Kegiatan Pembelajaran Utama

Pengaturan siswa : Berkelompok (3-4 orang)

Metode : Diskusi dan Project

J. Materi Ajar, Alat, Dan Bahan

- Materi Ajar

1. Fungsi sosial teks *Narrative*

Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya.

2. Struktur teks *Narrative*

- *Orientation* (Orientasi): tokoh-tokoh dan perwatakannya (*charaters and characterizations*) dalam cerita, dan biasanya disebutkan juga kapan dan di mana (*setting of time and setting of place*)
- *Complication* (Konflik/ Krisis): Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.

- *Resolution* (Resolusi): Resolusi ini biasanya memberikan penyelesaian pada komplikasi

3. Unsur-unsur kebahasaan teks *Narrative*

- *Specific participants* dan sering individual;
- Menggunakan bentuk *past tense* karena peristiwa cerita terjadi di waktu lampau;
- Menggunakan *action verbs (material processes)*, dan ada yang menggunakan *verbal and mental processes*;
- Menggunakan kata sifat atau keterangan untuk merinci orang, binatang, tempat atau tindakan (*action*); menggunakan *linking words* yang berkenaan dengan waktu;
- Sering memasukkan *dialog*;
- Menggunakan ungkapan langsung atau tak langsung;
- *Descriptive language* digunakan untuk menciptakan kesan di benak pembaca; dan
- Dapat ditulis sebagai orang pertama (*i*), atau ketiga (*he, she, they*) atau orang kedua (*you*).

• Alat dan Bahan

Termasuk alat dan bahan pengganti apabila alat/bahan yang dianjurkan tidak tersedia

- LCD Proyektor - Beberapa Teks Narasi - Media Gambar

K. Asesmen

- Asesmen Formatif : Performa Kelompok (diskusi dan project)
- Asesmen Sumatif : Esai dan Refleksi

L. Persiapan Pembelajaran

- Mempersiapkan/mempelajari langkah-langka pembelajaran berupa RPP
- Menyiapkan bahan ajar, media, dan Lembar Aktivitas yang diperlukan pada tatap muka yang akan dilakukan

- Membuat catatan untuk manajemen waktu (mencangkup persiapan hingga penggunaan alat dan media)

M. Langkah-langkah Pembelajaran

- Pertemuan 1 (2 JP x 45 menit)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, menyiapkan alat dan sumber belajar).
- Memberikan pertanyaan pemantik terkait teks narasi



Brainstorming

As warm-up before starting the learning material, do basic analysis of the following narrative texts!

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Source: <https://tinyurl.com/MalinkundangbySaifullah>

- 1) What do you know from this story?
- 2) What is the character of Malin Kundang?
- 3) What moral values did you get?

After you have analyzed the narrative texts, do visual analysis on the snippets of the story below!



Source: <https://tinyurl.com/BawangmerahputihbyEF>

- 1) What do you think when you see these pictures?
- 2) With the 3 pictures above, can you analyze how the story plot is?

Kegiatan inti (65')

- Membentuk kelompok yang mana masing-masing kelompok terdiri dari 3 siswa.
- Menentukan peran dalam bertugas yaitu: 1. Mencari, memilah dan memilih sumber informasi belajar terkait materi *Narrative Text* dari buku, internet, dsb.; 2. membacakan dan menjelaskan materi; 3. mencatat hasil diskusi.
- Sesi berdiskusi dalam kelompok yang mana meskipun setiap siswa memiliki peran yang berbeda, diharapkan untuk tetap saling berkolaborasi dalam mencapai suatu pemahaman yang sama.
- Setelah mempelajari tentang materi *Narrative Text*, masing-masing kelompok akan diberi sebuah teks narasi yang mana mereka akan menganalisis alur, keterangan, pemain, dan juga nilai moral dari cerita tersebut.

- Siswa mempresentasikan hasil diskusi di depan kelas.

Kegiatan penutup (15')

- Guru melakukan review singkat terkait apa yang telah dipelajari
- Memberi umpan balik dan apresiasi terkait keseluruhan pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.

• Pertemuan 2 (2 JP x 45 menit)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, menyiapkan alat dan sumber belajar).
- Memberikan pertanyaan pemantik terkait teks narasi visual



Source: The Wise Witch by Tsalji M. Sh.

- 1) Have you ever read a similar visual narrative?
- 2) What do you think about it?
- 3) In your opinion, how do we write a narrative like this?

Kegiatan inti (65')

- Siswa diberikan lembar tugas kreativitas visual dimana mereka diminta untuk mengkreasi sebuah objek dari bentuk dasar yang tersedia
- Menganalisis deskripsi dan juga makna dari kreasi yang mereka buat
- Mengarang cerita pendek berdasarkan gambar sederhana
- Menyimak dan memahami pengarah penggunaan website pendukung literasi *storybird.com* untuk memediasi siswa dalam kegiatan membaca dan menulis
- Mempraktekkan penggunaan fitur-fitur pada website *storybird.com* khususnya fitur membaca dan menulis cerita bergambar (*visual narrative*)

Kegiatan penutup (15')

- Guru melakukan review dan apresiasi atas keseluruhan pembelajaran
- Memberi tugas kelompok dalam menentukan ide kreatif untuk penulisan narasi visual pada pertemuan selanjutnya
- Menyampaikan agenda pertemuan berikutnya.

- Pertemuan 3 (2 JP x 45 menit)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, menyiapkan alat dan sumber belajar).
- Mereview secara singkat terkait materi pada pertemuan sebelumnya

Kegiatan inti (65')

- Siswa merencanakan penulisan narasi visual berdasarkan kolaborasi keterampilan dan kreativitas dalam kelompok sepeertemanan
- Mencari dan menentukan tema beserta pemilihan gambar yang akan digunakan dalam penulisan narasi sesuai dengan rencana
- Menganalisis setiap scene gambar yang mana siswa juga mengarang cerita berdasarkan analisis visual dan kolaborasi ide kreatif dalam kelompok

- Perumusan judul (bisa juga dilakukan di awal penulisan)
- Publikasi kreativitas oleh setiap kelompok di berbagai platform sosial

Kegiatan penutup (15')

- Guru melakukan review dan apresiasi atas keseluruhan pembelajaran
- Memberi waktu belajar dan konsultasi di luar jam sekolah bagi siswa dalam pengerjaan project menulis narasi visual melalui media sosial *whatsapp group*
- Menyampaikan agenda pertemuan berikutnya

• Pertemuan 4 (2 JP x 45 menit)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, menyiapkan alat dan sumber belajar).
- Mereview secara singkat terkait materi pada pertemuan sebelumnya

Kegiatan inti (65')

- Tindak lanjut terkait tulisan narasi visual yang telah mereka kreasikan sebelumnya
- Refleksi diri terkait proses pembelajaran yang telah dilakukan
- Pengumpulan lembar tugas kelompok yang meliputi hasil diskusi, hasil analisis teks narasi, analisis kreativitas visual, dan juga lembar project template narasi visual

Kegiatan penutup (15')

- Guru melakukan review secara singkat terkait pembelajaran
- Memberi umpan balik dan apresiasi atas keseluruhan pembelajaran

N. Refleksi Siswa

(Terlampir)

O. Refleksi Guru

Pertanyaan kunci yang membantu guru untuk merefleksikan kegiatan pengajaran di kelas:

- Apakah kegiatan belajar berhasil?
- Jika iya, apa yang menurutmu berhasil?
- Jika tidak, kenapa alasannya?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar?
- Apakah seluruh siswa mengikuti pelajaran dengan baik?

P. Lembar Asesmen

- Discussion

Group :

No.	Aspects	Score				Notes
		1	2	3	4	
1.	Group member involvement					1: Poor 2: Enough 3: Good 4: Excellent
2.	Discussion results					
3.	Punctuality					
TOTAL						x 9 - 8

- Narrative Text Analyzing

Group :

No.	Aspects	Score				Notes
		1	2	3	4	
1.	Material mastery					1: Poor 2: Enough 3: Good 4: Excellent
2.	Material completeness					
3.	Accuracy					
TOTAL						x 9 - 8

- Visual Creativity

Group :

No.	Aspects	Score				Notes
		1	2	3	4	
1.	Team work					1: Poor 2: Enough 3: Good 4: Excellent
2.	Creativity					
3.	Idea					
	TOTAL					x 9 - 8

- *Storybird* Project

Group :

No.	Aspects	Score				Notes
		1	2	3	4	
1.	Team work					1: Poor 2: Enough 3: Good 4: Excellent
2.	Idea					
3.	Creative thinking					
4.	Critical thinking					
	TOTAL					x 6 + 4

Q. Daftar Pustaka

Berikut referensi yang digunakan dalam pengembangan perangkat pembelajaran ini:

1. Perangkat Ajar (Tool Kit) SMK Bahasa Inggris by Dra. Yenny Sukhriani, MS.Ed.
2. Kurikulum Merdeka Belajar: Perangkat Pembelajaran dalam Kurikulum Merdeka Belajar
3. <https://fliphtml5.com/aaivu/lgyz/basic>
4. <https://cerdasberkarakter.kemdikbud.go.id/profil-pelajar-pancasila/>
5. <https://files1.simpkb.id/guruberbagi/rpp/412783-1630061234.pdf>
6. <https://files1.simpkb.id/guruberbagi/rpp/13405-1586784425.pdf>
7. <https://akupintar.id/info-pintar/-/blogs/penilaian-asesmen-formatif-dan-sumatif>

8. Membuat RUBRIK untuk penilaian diskusi kelompok ~ Pembelajaran Aktif Yang Menginspirasi (jadiguru21.blogspot.com)
9. <https://www.scribd.com/doc/246216767/Contoh-Rubrik-Penilaian-Presentasi>
10. <https://tinyurl.com/MalinkundangbySaifullah>
11. <https://tinyurl.com/BawangmerahputihbyEF>
12. <https://tinyurl.com/RabbitTurtlebyMontahaNbiba>
13. The Wise Witch by Tsalji M. Sh.

R. Lampiran

Lembar Kerja Siswa

- Pertemuan 1



Group Discussion

With your group, try to find information about narrative materials from various sources, then discuss it with your group and write down the results!

Group:		Name 1:	Name 2:	Name 3:
NO.	SOURCES (Example)	ABOUT (Example)	RESULTS (Example)	
1.	https://filmlifestyle.com/what-is-a-narrative/	Definition of Narrative	Narrative is a literary technique that describes a story or event in sequential order, with the intention of creating a coherent narrative.	
2.				
3.				
4.				

After you learn about narrative, try to analyze the following narrative text!

- Determine the plot, settings, characters, and moral value of the story below!

The Rabbit and the Turtle

Once upon a time, there was a turtle that enjoyed taking walks around the lake.

While walking one day, the turtle met a speedy rabbit. "I think slow-movers should not use the road," said the rabbit laughing. "The road is for everyone," said the turtle. "I'll tell you what" challenged the rabbit "Let's have a race." The turtle agreed and they decided to run to the other side of the forest.



The next day, all the animals gathered to watch the race. The race started. The rabbit ran ahead as fast as lightning. The turtle was lagging behind. The distance between them was getting bigger and bigger, raising the rabbit's self-confidence.



After running for a little the rabbit noticed carrots beside the road. "Oh, my favourite! I didn't have breakfast today," said the rabbit. "I'll eat these delicious carrots, rest for a while, then I'll resume the race and I'll be the winner, of course. The turtle is still too far from me!"



Meanwhile, the turtle was focusing on the road. She never stopped and took great pains to continue. As she neared the finish line, the animals hailed and cheered her in support. At the same time, the rabbit awoke from his sleep. He decided to run again. He started to skip and jump.



Suddenly, he stopped and couldn't believe his eyes: the turtle was almost at the finish line! "That's impossible!" cried the rabbit. He tried to run faster but he couldn't because he was so full. The turtle crossed the finish line and won the race.

The turtle looked at the rabbit and said "Slow but steady wins the race." The arrogant rabbit realized his mistake. He felt sorry for making fun of the hard-working turtle. So, he decided to apologize to her.



By: Mrs. Montaha Nbiba

- Pertemuan 2



Group:	Name 1:
	Name 2:
	Name 3:

In this section, you will be asked to create an object from one or several basic shapes, and then do an analysis based on the instructions provided!

- 1) Create something from this basic shape below and give any descriptions!

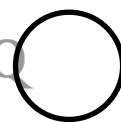


- 2) Combine these 4 shapes into your creativity and try to make meaning of what you have created!



- 3) Complete the line and circle below becomes an object and writes the visual analysis of your creation!

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



- 4) What will you do when you have this pencil? Mention its unusual use in a short story!





- Pertemuan 3



Writing Visual Narrative

Paste a picture of each scene and include your story narration in the column provided!

Group:		Name 1:
		Name 2:
		Name 3:
Title:		
NO.	SCENE	STORY
1.	<p>(Example)</p> 	<p>(Example)</p> <p>Sophie and Ashley have a new friend. His name is Baba, the Monkey. Sometimes he can be very naughty. But he is really a very nice monkey. Today, he meets two new friends.</p>
2.		<p>Sophie walks with Baba down the street towards Josh's house. Well, Sophie is walking. But Baba does not walk. He likes to run and jump and do cartwheels down the pavement.</p>

- Pertemuan 4



Reflection

Group:	Name 1:
	Name 2:
	Name 3:

Post-Writing Activity

1. What is narrative? How about visual narrative?
2. What theme did you choose to write the visual narrative on?
3. Mention the reason why you chose it!
4. How did you sort and choose the pictures you will use?
5. How did you write the story of each scene?
6. How do you formulate the title of your visual narrative?
7. Who and how are the characters in your story?
8. Could you tell the plot of the story you have created?
9. Explain the settings (place and time) of your story!
10. What is the moral value implied in it?

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Name:

KIAI HAJI ACHMAD SIDDIQ SRN:

Self-Reflection

1. Did you understand today's lesson?
2. What difficulties do you have?
3. How do you solve this problem?
4. What are your strengths in today's lesson?
5. What are your weaknesses in today's lesson?
6. What did you do to overcome this weakness?
7. In your opinion, is the lesson delivered by the teacher clear?
8. What are your suggestions for better learning in the future?

Appendix 3 (Data Collection Form)

OBSERVATION CHECKLIST

GROUP DISCUSSION

School Name : SMKN Jember

Lesson Year : 2022/2023

Class/Year/Phase : X/1/E

Material Lesson : Narrative Text

Meet : 1

Group	Aspect											
	Involvement				Punctuality				Result			
	1	2	3	4	1	2	3	4	1	2	3	4
1				✓				✓			✓	
2				✓				✓			✓	
3				✓				✓				✓
4				✓				✓			✓	
5				✓				✓			✓	
6				✓				✓				✓
7				✓				✓				✓
8				✓				✓		✓		
9				✓				✓			✓	
10				✓				✓			✓	

Note:

1: Poor

2: Enough

3: Good

4: Excellent

Jember, August 22nd 2022

Researcher

Tsalji Magfirotus Sholihah

OBSERVATION CHECKLIST
NARRATIVE TEXT ANALYZING

School Name : SMKN Jember

Lesson Year : 2022/2023

Class/Year/Phase : X/1/E

Material Lesson : Narrative Text

Meet : 1

Group	Aspect											
	Mat. Completeness				Accuracy				Mastery			
	1	2	3	4	1	2	3	4	1	2	3	4
1			✓				✓				✓	
2				✓				✓				✓
3				✓				✓				✓
4				✓				✓				✓
5				✓				✓			✓	
6				✓				✓				✓
7				✓				✓				✓
8			✓				✓				✓	
9				✓				✓			✓	
10				✓				✓				✓

Note:

1: Poor

2: Enough

3: Good

4: Excellent

Jember, August 22nd 2022

Researcher

Tsalji Magfirotus Sholihah

OBSERVATION CHECKLIST**VISUAL WRITING**

School Name : SMKN Jember

Lesson Year : 2022/2023

Class/Year/Phase : X/1/E

Material Lesson : Narrative Text

Meet : 2

Group	Aspect											
	Teamwork				Idea				Creativity			
	1	2	3	4	1	2	3	4	1	2	3	4
1				✓				✓				✓
2				✓				✓				✓
3				✓			✓					✓
4				✓				✓				✓
5				✓				✓				✓
6				✓			✓					✓
7				✓			✓					✓
8				✓			✓					✓
9				✓			✓					✓
10				✓			✓					✓

Note:

1: Poor

2: Enough

3: Good

4: Excellent

Jember, September 05th 2022

Researcher

Tsalji Magfirotus Sholihah

OBSERVATION CHECKLIST
WRITING VISUAL NARRATIVE PROJECT

School Name : SMKN Jember

Lesson Year : 2022/2023

Class/Year/Phase : X/1/E

Material Lesson : Narrative Text

Meet : 3

Group	Aspect															
	Teamwork				Idea				Creativity				Critical Thinking			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1				✓			✓				✓		✓			
2				✓				✓				✓	✓			
3				✓		✓						✓		✓		
4				✓		✓						✓		✓		
5				✓				✓				✓				✓
6				✓				✓				✓				✓
7				✓				✓				✓	✓			
8				✓		✓						✓				✓
9				✓				✓				✓	✓			
10				✓				✓				✓				✓

Note:

1: Poor 2: Enough 3: Good 4: Excellent

Jember, September 07th 2022

Researcher

Tsalji Magfirotus Sholihah

INTERVIEW TRANSCRIPTS

Day/Date: Wednesday, September 21st, 2022

Place: 10th Grade Classroom

Time: 13.00-13.31 p.m.

Interviewee: 10th Grade Students

Interviewer: Hi, please introduce yourself first.

A: Hello my name is MAA from tenth grade

Interviewer: Okay before that, I want to ask you about the narrative learning with pictures from yesterday, because it is done in group so how did you do the group discussion earlier?

A: If in our group, it is usually done together. Starting from the section looking for information, explaining the material, then there is the writing section.

Interviewer: So what role did you play in the group discussion session?

A: Here I got the writing section

Interviewer: Writer? Does it mean you write the results of the discussion? Then how do you write the results of the discussion?

A: Yes, I write notes based on the results of the discussion and decisions that have been determined together. The process is like, we have a joint discussion related to the material obtained by the previous information seekers, during the discussion until this is finished and then I wrote the overall results (with hand gestures)

Interviewer: oh I see. So it's like looking for information first. If you have found the material you are looking for, it is immediately discussed with group friends. Later, if there are results from the discussion, it means Mas Aziz is part of the writer of discussion result, right?

A: Yes (nods)

Interviewer: okay. For group assignments after discussion, I previously gave you the task of analyzing narrative texts, right? How did you do it? Did all the members read the text or did one member read and then explain to the others?

A: If all of the members read the text, then we will analyze the text together, such as (example) the plot, characteristics, characters, and we will analyze all of that together.

Interviewer: Okay, it means that if you analyze together, will the discussion about the text still be carried out together? Such as reading the text, the results (analysis) of the text, such as how the plot is, what are the characters like.

A: Yesterday we were all together. But the one who wrote the result is still one (person).

Interviewer: But do all the members understand the material?

A: Yes we do (nods a smile)

Interviewer: OK, on the second day we learned about visual writing, yesterday there were pictures with text. How did your group solve it?

A: First we determine the idea together about the object illustration first. Then we do each question, so each member has their own assignment (with hand gestures) but if there is a problem from one of the members, then we will help solve it by discussing together

Interviewer: Entering the third day, we learn about the use of *storybird*. Overall, do you understand or is it a bit difficult?

A: Because we are using it for the first time, we are still a little confused because we are not familiar with how it looks.

Interviewer: Do you have any impressions when using *storybird* in writing stories?

A: Mmmm... my opinion when using *storybird*, I think I have more imagination because there are many good, interesting and aesthetic pictures, so I can write happily. That's so much fun!

Interviewer: Okay, after you tried to explore the examples of picture stories there yesterday, were you inspired by the examples?

A: I was very inspired! Yesterday I was interested in an example of a high school student's love story

Interviewer: (smile) Okay... for the writing process, were there any difficulties in making the story?

A: I seem to be a little confused when searching and matching pictures. Here, our group creates the story text first, then chooses the appropriate pictures.

Interviewer: When you have created a story text for each scene first, and then have trouble choosing the appropriate picture, so what did you do?

A: Yesterday, I preferred to change the story text in a scene which I felt did not match to the available pictures. But if the scene in the story matches to the picture, I won't change it. So I only change the story text if needed.

Interviewer: Previously I want to ask you about writing story which was possible to write a story that only contained text. There was no picture yet and it's like a bunch of text. While this time is accompanied by pictures, are there any impressions, or maybe the difference that you feel?

A: The difference I feel, it doesn't make me bored. If the story contains only text, it makes me feel boring. But if it's accompanied by a picture it makes me more excited. I feel that I have a lot of ideas

Interviewer: Wow that's good... In your opinion, what are your strengths from this lesson?

A: I got a lot of improvement in my creative writing skills. As if I can write fluently if accompanied by pictures and my imagination keeps flowing

Interviewer: How were your weaknesses during the four meetings yesterday?

A: I had difficulty translating the story into English, because we wrote a story in Indonesian first. Then we changed the story which originally used Indonesian to English, in my opinion it was quite difficult.

Interviewer: Then how did you overcome that difficulty?

A: I asked Google Translate for help. Yesterday I translated it from Google first and then if I think something is not quite right, I will correct it and look for the truth first. I corrected according to what I learned (example) the word order generated by Google was wrong, so I corrected it first before making it a story.

Interviewer: How smart you are. Well, about the title. Is it formulated first or maybe the text is made first and then given the title?

A: Yesterday we made the title first, so the text of the story follows the title that has been formulated.

Interviewer: Okay, may I know what the title of the story you made yesterday was?

A: The title is "Teenage Love Story".

Interviewer: Can you tell me briefly about the plot, how can it be titled "Teenage Love Story"?

A: Well... In one school, there was a boy who was very handsome, he was very famous. Then there was a girl who liked him, she was very innocent but very smart. The love story begins when the girl hopes to be close to the boy, but she realizes that it is impossible. But in fact because of her intelligence, she won the competition and from there the boy began to be curious and interested in her.

Interviewer: So how are the climax, character, and also setting of place in your story?

A: There are two, only a boy and a girl in senior high school who will get closer and become a couple. The place is at school because these two teenagers only met at school. So I decided to tell the story while they were at school instead.

Interviewer: Ohh, does it mean that when you leave the house, don't you write the story there?

A: No, I don't

Interviewer: Okay, so far in your opinion, is narrative learning with pictures effective or not?

A: In my personal opinion, of course it is effective because it can build imagination, as well as make us more excited. So I can be more productive in writing

Interviewer: Does it mean affect your creative writing skills?

A: Yes, it is very influential. Maybe people have different ways of thinking and understanding, but with the use of picture media in narrative writing, it allows me to think creatively and imagine further

Interviewer: Okay, thank you for your time

A: You're welcome...

Day/Date: Thursday, September 22nd, 2022

Place: 10th Grade Classroom

Time: 09.40-10.08 a.m.

Interviewee: 10th Grade Students

Interviewer: Okay, please introduce yourself first.

D: My name is NFD from tenth grade

Interviewer: Previously, at the first meeting we held a group discussion. So what is your role in your group?

D: In my group, the roles are alternate. So, if the one in the first task has served as the author of the results of the discussion later on in the next task, he is the one looking for information or reading the information (with a hand gesture).

Interviewer: If done alternately, is it means you've experienced every role, right? If you are looking for information, how do you find the information?

D: I looked for information through Google. Later when we get the information, we will discuss it with our group friends and then it will be written later (the results of the discussion)

Interviewer: Did you find the information from one link, one website or maybe you split it up into many websites or combined it into one (source)?

D: So I looked for the material from various websites. Then, we will conclude all, so the results are combined (the material).

Interviewer: Ohh okay good... Well, the group's task after the discussion is to analyze the narrative text about a Rabbit and a Turtle, so how did you and your group complete that task?

D: We discussed about the character, character, and also the plot (story) together, because if it's done individually, I'm afraid there will be member who don't understand the text. We always discuss together, so if there is one or more members who may not understand the material, it means that we (who understand) give an explanation first (to friends who do not understand) before continuing the next discussions.

Interviewer: Good. While on the second meeting we learned about visual writing. How did your group create objects of several shapes, analyze them, and also write down the text?

D: Actually, our group often did all by discussions from creating object, analyzing the pictures, to writing texts. But sometimes it's too difficult to get ideas when in group especially for writing. When it was difficult, there was always one of my friends suggested his/her idea for writing and all the other members also agreed.

Interviewer: Is this your first time writing based on pictures? In your opinion, do pictures media affect your enthusiasm for writing?

D: Yes, it had an impact on my enthusiasm for writing because the pictures are unique so it trains my imagination better and makes learning more fun. In addition, we can also have discussions so we can exchange ideas and thoughts with each other.

Interviewer: Then before you wrote a narrative on the *storybird* platform, previously Miss Salji also had the chance to teach you how to use *storybird*, right? But do you find it difficult?

D: It's like a bit confused because this is my first time. But so far I always try to learn more and now I understand

Interviewer: Well what do you think about the impression of using *storybird* for the first time?

D: Yes, personally, it's good enough to add to the learning experience. Because I've never written a story with pictures either.

Interviewer: Oh OK...how did you group finishes it?

D: First we tried to determine the idea. To get an idea, we started a discussion. But it was a little difficult, so one of the members contributed the idea and all the members decided to make it as a story (writing) idea.

Interviewer: For making the story, did you choose the picture first or the story that was made first?

D: Because previously there were themes and ideas, so it's logically certain how the story will be like. So we choose the pictures first

Interviewer: So does the story will be matched to the picture you chose?

D: Yes, there is a story that I wrote based on the selected pictures. But there is also a part where the story is made first and then we choose the picture after that. It was depend on the available images (in storybird) are limited, so we also adjust the available (images)

Interviewer: Then for the formulation of the title, you determine the title after you write the whole story until it's finished, then give it a title or maybe determine the title first and then you write the story according to the title?

D: We prefer to determine the title first and then we write the story based on that title

Interviewer: In your opinion, does the picture have any effect on the story?

D: Very influential. In my opinion, if (the story) is not accompanied by pictures, it is not clear. Because people's understanding is different, so if the story is accompanied by pictures it is more exciting and clear.

Interviewer: Ohh that's great. During this study, what were your most prominent strengths? I mean the benefits you get after you learn to write using pictures, besides that at the beginning there are also group discussions. In the second meeting we wrote freely with visual media from basic shapes until finally you made a story using pictures. Overall, what was the most notable progress that you probably liked the most?

D: The part when creating (story) from *storybird*. It makes me more excited in writing because maybe there are a lot of unique pictures (with an enthusiastic smile).

Interviewer: Usually, writing (story) contains a lot of text and no pictures. In contrast to this time, where the story is accompanied by pictures, even if the story is short or long, there are still pictures to perfect this. In your opinion, what is the most prominent difference you feel?

D: I think stories with pictures bring positive vibes. For example when we make stories, it's not boring at all, because there are pictures which make writing more exciting. In addition, it makes the reader not tired when reading the story. So I think the story is easier to understand with the picture itself. It also trains my imagination better

Interviewer: In your opinion, during teaching from the first meeting to the last, I explained everything clearly, didn't I?

D: Obviously. Because Miss Salji teaches in fun style and doesn't make us bored either. Besides that, Miss also often uses drawing media or hand drawings on the board. That's really fun (with hand gestures)

Interviewer: Okay thanks, Mmm it's time I ask about your story, do you think you understand the whole story you made? Such as the plot, the characters, do you remember?

D: God willing, I still remember

Interviewer: Can you tell us a little about your story?

D: So the story was called Ice Cream, so there were two girls who came home from tutoring. Usually they go straight home after the lesson but because there is still group work, so they have to do it first. Because if they do it at home, they get bored, so they look for a new atmosphere, finally they learn in the garden (with hand gestures). Well, they have the same group task as us, which is to make a story. Incidentally at that time there was an ice cream seller, then they bought the ice cream and enjoyed it while doing the task. In the end they made a story for their assignment that was inspired by the ice cream they bought earlier. So that's pretty much the story in my group (while smiling shyly)

Interviewer: Sorry, what was the title?

D: The title is Ice cream

Interviewer: Do you think all your group members have the same thoughts as you? About how the ability to think creatively from the picture and also feel the impact of writing with that picture

D: Yes, I think they all like because all of members in my group also liked picture stories. I think we have the same thoughts too.

Interviewer: In your opinion, (media) the picture has an effect with your writing skills. If as far as narrative learning uses images, does that make you really think creatively?

D: Yes, I also get insight and imagination. If I write too long it makes me dizzy but this time I don't feel that, because there are many pictures.

Interviewer: Okay, that's very good conversation, thank you for your time

D: My pleasure

Appendix 4

DOCUMENTATION



Interview with English teachers



Teaching and learning activities



Students are having a group discussion



The teacher is giving directions to students in conducting group discussions



Students follow a guide on using *storybird* to write visual narratives



Group discussion to complete the *storybird* project

Appendix 5 (Certificates)

SURAT PERMOHONAN IZIN OBSERVASI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: <http://ftik.uinkhas-jember.ac.id> Email: tarbiyah.iainjember@gmail.com

Nomor : B-2145/In.20/3.a/PP.009/05/2022
Sifat : Biasa
Perihal : **Observasi untuk Memenuhi Tugas
Proposal Skripsi**

Yth. Kepala SMK NEGERI 6 JEMBER
Jl. PB. Sudirman No. 114 Tanggul-Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186118
Nama : TSALJI MAGFIROTUS SHOLIAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Observasi selama 1 (satu) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Mohammad Ghozali, MM. M.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Waka Kurikulum
3. Guru Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 15 Mei 2022
Dekan,
KIAI HAJI ACHMAD SIDDIQ
JEMBER
Wakil Dekan Bidang Akademik,



MASHUDI

SURAT KETERANGAN SELESAI OBSERVASI



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JEMBER

SURAT KETERANGAN

Nomor : 423 6/299/101.6.5.24/2022

Yang bertanda tangan di bawah ini :

Nama	Drs. MOHAMAD GHOZALI, M.M.Pd
NIP	19620626 199003 1 008
Pangkat/Gol Ruang	Pembina Tk. I W/b
Jabatan	Kepala Sekolah
Unit Kerja	SMK Negeri 6 Jember

Dengan ini menerangkan bahwa

Nama	TSALJI MAGFIROTUS SHOLIHAH
NIM	T20166118
Program Studi	TADRIS BAHASA INGGRIS

Telah selesai mengadakan Observasi dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 17 Mei 2022

Drs. MOHAMAD GHOZALI, M.M.Pd.
Pengetahui
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SURAT PERMOHONAN IZIN PENELITIAN



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UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
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Nomor : B-4253/In.20/3.a/PP.009/08/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMKN 6 JEMBER

Jl. PB. Sudirman No. 114 Tanggul-Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut:

NIM : T20186118
 Nama : TSALJI MAGFIROTUS SHOLIAH
 Semester : Semester sembilan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Building Vocational High School Students' Creative Writing Through Internet-Based Visual Narrative Writing Tasks" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak Drs. Mohamad Ghozali, M.M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Agustus 2022

an. Dekan,

Makil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
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 JEMBER

SURAT KETERANGAN SELESAI PENELITIAN



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NOMOR : 423.6/662/101.6.5.24/2022

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Nama : Dra. PRIWAHYU HARTANTI, M.Pd.
NIP : 19640717 198903 2 014
Pangkat/Gol Ruang : Pembina Utama Muda, IV/c
Jabatan : PIt. Kepala Sekolah
Unit Kerja : SMK Negeri 6 Jember

Dengan ini menerangkan bahwa :

Nama : TSALJI MAGFIROTUS SHOLIAH
NIM : T20166118
Program Studi : TADRIS BAHASA INGGRIS

Nama mahasiswa tersebut di atas telah melakukan observasi penelitian untuk tugas akhir di SMK Negeri 6 Jember, pada tanggal 22 Agustus s.d 22 September 2022 dengan judul "Building Vocational High School Students' Creative Writing Through Internet-Based Visual Narrative Writing Tasks" SMK Negeri 6 Jember"

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.







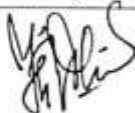
Jember, 30 September 2022
PIt. Kepala Sekolah

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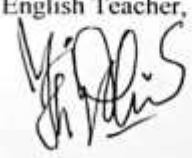
Dra. PRIWAHYU HARTANTI, M.Pd.
Pembina Utama Muda
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Appendix 6

JOURNAL OF RESEARCH ACTIVITIES			
No.	Date	Activity	Signature
1.	May 17 th , 2022	Licensing and Initial Observation	
2.	August 22 nd , 2022	First Meeting (Pre-writing activity) <ul style="list-style-type: none"> • Introduction to basic material (Narrative) • Group Discussion • Analyzing of narrative text. 	
3.	September 05 th , 2022	Second Meeting (Pre-writing activity) <ul style="list-style-type: none"> • Introduction to visual writing • Visual free writing 	
4.	September 07 th , 2022	Third Meeting (Whilst-writing activity) <ul style="list-style-type: none"> • Briefing on the use of the <i>storybird.com</i> digital platform • Preparation and planning of visual narrative writing • Process of visual narrative writing group project 	
5.	September 12 th , 2022	Fourth Meeting (Post-writing activity) <ul style="list-style-type: none"> • Visual writing project submission • Post-writing tasks • Self-reflection 	
6.	September 21 st , 2022	Interview 1	
7.	September 22 nd , 2022	Interview 2	

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Jember, 23 November 2022

English Teacher,


Maharani Riezqi Awaliya, S.Pd.
NIP. 19911202 202012 2 021

Appendix 7

CURRICULUM VITAE



Personal Information

- Full Name : Tsalji Magfirotus Sholihah
- NIM : T20186118
- Gender : Female
- Place & Date of Birth : Jember, December 22nd 1998
- Address : Bangsalsari-Jember
- Religion : Islam
- Department/Major Courses : FTIK/English Department
- Email Address : saljusalji73@gmail.com

Educational Background

- 2002 - 2005 RA Perwanida 11 Bangsalsari
- 2005 - 2011 SDN Bangsalsari 02
- 2011 - 2014 MTs Nahdlatuth Thalabah (YASINAT)
- 2014 - 2017 SMK Nahdlatuth Thalabah (YASINAT)

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JEMBER