

Appendices

Topic : ICT

Focus : Storybird

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

Research Questions:

1. What are the significances of using Storybird in the English learning process as perceived by the students of ELED at an Islamic private university in Yogyakarta?
2. What are the challenges of using Storybird in learning faced by ELED students and how they overcome the challenges?

Appendix 1

Interview Guidelines:

1. Perkenalan
2. Apa sih pendapat kamu tentang penggunaan Storybird didalam proses pembelajaran?
3. Dimata kuliah siapa kamu belajar dengan menggunakan storybird?
4. Apa saja sih keuntungan yang kamu rasakan ketika memakai Storybird?
5. Selama kamu memake Storybird, apa saja kesulitan yang kamu hadapi?
6. Seberapa besar pengaruh dari kesulitan itu didalam proses pembelajarannya?
7. Bagaimana caranya mengatasi kesulitan yang kamu hadapi?

8. Bagaimana caranya agar kesulitan itu tidak mengganggu didalam proses pembelajaran?

Appendix 2

Grouping and Categorization

RQ 1: What are the significances of using Storybird in the English learning process as perceived by the students of ELED at an Islamic private university in Yogyakarta?

Interpretation	Compacting the word
Storybird increases creativity	(P1.2) Students feel Storybird can increases creativity.
	(P1.2) Students feel Storybird enhances the idea of creativity for writing poetry, stories, and so on.
	(P3.1) Students feel Storybird can enhance creativity in making up stories with high imaginations
Storybird trains students reading skill	(P1.3) Students can read many stories on Storybird
	(P1.10) Students feel Storybird improves reading skills by adding vocabulary
	(P2.3) Students feel Storybird improves reading ability by reading lots of stories from people who have been posted there

	(P3.6) Students feel Storybird improves reading ability
Storybird trains students writing skills	(P1.4) Students feel Storybird improves writing skills by writing stories
	(P2.2) Students feel Storybird improves writing skills by describing pictures.
	(P3.5) Students feel Storybird improves writing skills
Storybird trains students speaking skill	(P2.4) Students feel Storybird automatically improves their speaking ability by arranging words into sentences
Storybird features are understandable	(P2.10) Students feel that the tools in Storybird are still familiar and easy to understand
Storybird led to innovative learning	(P3.4) Storybird can be used as an introduction to technology in education by prospective teachers

RQ 2: What are the challenges of using Storybird in learning faced by ELED students and how they overcome the challenges?

Challenges:

Categorization	Interpretation	Compacting the word
Bad internet connection	Bad internet connection	(P1.6) Storybird requires a good internet connection

		(P2.7) Storybird requires an internet connection
		(P3.10) A bad internet connection can slow down learning with Storybird
	Submission	(P3.15) Uploading file in Storybird takes a long time
Application errors	Application errors	(P1.7) There was a problem with the Storybird application that the application is sometimes broken.
Unfamiliar with the features	Unfamiliar with the features	(P1.8) Students have difficulty understanding Storybird
		(P2.11) When first using Storybird students feel confused
		(P3.11) The tools in Storybird confuse students
		(P3.19) Students find it difficult to save files in Storybird
Limited pictures	Limited pictures	(P2.6) Students are confused when choosing and pairing pictures in Storybird

Lack of technical support	Lack of technical support	(P2.8) Students feel Storybird is better by using a computer instead of using mobile phone
		(P2.9) Students do not always carry a computer
		(P3.8) Storybird must be taught in a computer lab but students often don't get to use the lab
	Inappropriate time	(P3.9) Less time to study in a computer lab because students have to take turns with other classes
(P3.9) It takes a long time to learn Storybird		
The need of high imagination	The need of high imagination	(P3.2) Not all students have high imagination in order to quickly create better stories in Storybird
	Difficulty in stringing words	(P3.3) Students find it difficult to compose words because they are not fluent in English
Inability to improve speaking and listening skills	Inability to improve speaking and listening skills	(P2.5) Students feel Storybird does not improve listening skills

		(P3.7) Students feel Storybird does not improve listening and speaking skills
		(P1.5) Students feel Storybird only improves writing and reading skills
Inefficiency	Inefficiency	(P3.12) Students feel Storybird is less efficient
		(P3.13) Challenges in Storybird is very influential because it can make it difficult for students

How to overcome the challenges:

Categorization	Interpretation	Compacting the word
Look for good connection	Look for good connection	(P1.10) Students looking for a good internet connection
		(P2.14) Students play Storybird when there is an internet connection and computer
Changing password	Changing password	(P1.11) Students change their passwords if they cannot log in to the Storybird
Refreshing the application	Refreshing the application	(P1.12) Students refresh Storybird if an error occurs

Doing self-study	Learn from the internet	(P1.13) Students learn and explore by themselves to better understand Storybird on Youtube
	Trying the features	(P2.12) How to overcome confusion when using Storybird is to try clicking on the tools
Asking the teacher	Asking the teacher	(P1.14) Students ask the lecturer if they don't understand
		(P3.14) Students overcome the difficulties in Storybird by asking the teacher
Asking friends	Asking friends	(P1.15) Students ask friends if they don't understand
		(P3.20) Students ask friends when having trouble saving files in Storybird
Working in groups	Working in groups	(P1.16) Students work in groups to understand Storybird
		(P3.21) Another way to overcome a bad internet connection is by group work