

CHAPTER I

INTRODUCTION

The research background, problem identification, scope, problems, objectives, and significance are all presented in this chapter.

1.1 Research background

In mid-2022, we entered a post-pandemic period where all forms of the learning process have been slowly changed from online to online and offline collaborative learning, or what we usually call a flipped classroom. In order to maximize class time, the flipped classroom model was developed pedagogically with the aid of educational technologies. This method gives students the opportunity to use technology, hone their skills, facilitate interactive discussions, and discover various teaching strategies with a range of learning activities. (Ayçiçek & Yelken, 2018). According to Millard (2012), as cited in (Ayçiçek & Yelken, 2018) flipped classroom approach increases students' active engagement in the class. The implementation of the flipped classroom was also carried out to support the implementation of the Merdeka Belajar curriculum (Latifah & Rindaningsih, 2023)

Merdeka Belajar Curriculum is a curriculum used in Indonesia for elementary, junior, and senior high school. Teachers are required by this policy to independently select teaching strategies and methods that work for the classroom environment (Prakoso et al., 2021). This indicates that the instructor employed open-ended teaching strategies for the purpose of teaching and learning in relation to the classroom environment.. Based on the observation, the implementation of this curriculum is only in a few grades, not yet comprehensive to all grade. This is in line with Nadiem Makarim's statement, "This curriculum is not necessarily implemented in all schools, this depends on the readiness of each in school", reporting from CNN Indonesia (Baharullah et al., 2022)

Creativity is one of the prioritized points in the Merdeka Belajar Curriculum. This is emphasized in the online discussion "Kemitraan untuk Pembelajaran" by the Ministry of Education and Culture with *Inovasi untuk Anak Sekolah Indonesia (INOVASI)*, it was stated that creativity is one of the prioritized points in the implementation of the Merdeka Belajar Curriculum. Creativity is inventing innovation and finding a new way to solve problems (Nuridayanti et al., 2021). Through the Merdeka Belajar curriculum, the Ministry of Education and Culture creates space for creativity to grow and develop in both students, educators and education staff (Kemdikbud, 2022). This creativity comes from the teachers and students to produce good-quality learning processes and results (Kemdikbud, 2022). Every human being has the ability or creative talent since birth, which varies among individuals. Some people have a low level of creativity, and some have a high level of creativity (Priyanto et al., 2021).

One of the most crucial educational objectives in the world has been and still is the development of students' creativity (Pang, 2015). Every lesson does not always incorporate creativity. because, in line with Barai & Saha (2021) In this classroom, the focus is just on improving academic score the environment is mostly not conducive to creativity. From this statement it can be assumed that so far creativity has not been emphasized in learning. In an educational environment, classmates, learning pressure, or the personality and behavior of teachers impact the creativity of students (Le et al., 2022). According to Barbot et al., (2015) as cited in (Fredagsvik, 2021) teachers play an important role in developing students' creativity. Teachers should be able to develop and nurture creativity in the classroom through this area. Students' beliefs and the growth of their own creativity are significantly influenced by the role of teachers and classroom environments (Henriksen et al., n.d.). Writing is one of the skills that is taught in the classroom that is closely related to creativity.. This is in line with what was stated by Safriyani & Anam (2021) creativity can be traced through writing.

Writing is one of four skills of English that should be mastered well in school. Ratminingsih et al. (2018) argue that one of the most crucial abilities in learning and teaching foreign languages is writing. Writing is a life skill for people (Hapsari et al., 2016). According to Marcos et al. (2020) as cited in Safriyani & Anam (2021), writing fosters a sense of independence, the capacity to articulate ideas, self-discovery, and individual attention, all of which are essential qualities for developing creativity. People who can write clearly will be able to express their thoughts through writing and persuade others in college, the workplace, and their personal lives. Through mastering writing, people will be able to express their thoughts properly. The four basic writing steps used in language teaching are: planning, drafting, revising, and editing (Pentury et al., 2020). In the form of written texts, numerous genres reflect the purpose of writing. These written text models' social function, generic structure, and grammatical features vary. Students are expected to understand and be able to distinguish texts based on their features after learning about different genres.

“Many students are worried about writing especially in English” (Budjalemba & Listyani, 2020). One of the most problems students face in writing is what should be written and how to write (Budjalemba & Listyani, 2020). The students' lack of writing motivation may be caused by a lack of media usage in the classroom. Then, for students who get easily bored with traditional teaching methods, writing can be a difficult task. Therefore, teachers become the main key in the classroom during the teaching-learning processes to boost the students' motivation in writing. Some challenging aspects of the writing process, such as providing an easy brainstorm, identifying the idea, or figuring out how to organize the idea and the concept, encourage us as teachers to design it well for the students (Pentury et al., 2020).

Tenth graders are taught a variety of writing text genres and types, narrative text being one of them. A report on an event or happening that develops over time is what a narrative text is. A creative writer who creates the events to be narrated is one who shares the form of narrative writing. A narrative text has a

structural organization that includes orientation, complication, and resolution (Susilawati, 2017). Narrative text includes fable, legend, folklore, and myth. Nowadays, teaching the English language in EFL writing such as narrative text needs a modern strategy because of changes in the education system in the 21st century education and flipped classroom implementation.

Both writing and creativity have a relationship with the use of technology as Henriksen et al. (2016) claimed that writers can use a variety of digital tools and social media platforms when writing in the twenty-first century. They also noted that creativity and technology integration are closely related because effective technology instruction is fueled by creativity. Selfa-Sastre et al.'s argument that the use of technology in collaboration with creativity in the learning process can be referred to as. The ability to create, share, and discover content or knowledge much more quickly and easily is one of the main affordances of digital technologies (Henriksen et al., 2016). In addition to the role of technology, educators play a critical role in fostering innovation in the classroom because it can enhance students' writing and creativity. (Safriyani & Anam, 2021.)

Regarding this problem, Monaghan (2007) notes that teaching writing requires strategies, defined as a method of delivering knowledge integrated with ICT; multimedia tools; video, pictures and Schoology (Arta et al., 2019). Nowadays, many technologies digital platforms for learning can be used, including a web-based digital platform. One of the ways to create an interesting classroom supported by the development of ICT is using web tools (Sari & Al-Hafizh, 2014) such as, Storyweaver. Storyweaver is a digital-storytelling website, a visual storytelling community and a collaborative story-writing platform that can create, read, and share the story. This is an accessible website, a usable web to operate using the features, the level of reading, and providing some character, background, and template to write and making the story. These features can allow students to be more creative and imaginative in their writing because it already provides many examples of storybook and also it has pictures and background to

support the student's project. From 800 books in 24 languages in 2015 to fully developed in 2017, Storyweaver expanded its reach in content creation, distribution, and basic open access to the platform following funding from Google.org (Azad & Chakravarty, 2022). Storyweaver has published more than 36925 original titles in more than 301 languages in the last ten years. These books are written in fiction, nonfiction, and early eaders, among other genres, and cover a wide range of subjects. The books' themes are suitable for their grade levels (Azad & Chakravarty, 2022) Users can browse for stories online, download them, and read them later offline or have them printed. Based on the explanation above, Storyweaver might be an innovative media to enhance students' motivation to write interesting stories creatively.

There are several studies about Storyweaver. Starting from Ivone et al., (2020) inform that a lot of technology can help students create their books. Storyweaver is one of the technologies mentioned in this study. Storyweaver is a tool that allows us to do a variety of tasks, including reading stories on the website, reading along with stories, accessing different themes and reading levels, getting free image stocks, and using its unique reading program for different key highlights. It is also easy to use and does not require internet access for different reader levels. We can also translate stories, use illustrators' images on the website, create our own stories using the story template, and publish stories on the website. They claim that there are thousands of finished stories on the digital platform Storyweaver.

The second study comes from Azad and Rupak, who conducted a thorough analysis of Storyweaver, a digital reading platform, for the purpose of creating a community of young readers during the COVID-19 lockdown. In 2022, this study was carried out in India. By using Storyweaver as a digital reading platform, the researcher in this study is attempting to build a community of readers. The results of the study showed that Storyweaver is a genuinely innovative platform that provides easy-to-use tools for writing, modifying, and translating new

stories for kids in their mother tongue. Additionally, the researchers noted that it's a great place for parents, educators, writers, translators, and illustrators to work collaboratively on new stories for children and help to pave the way for the next generation of readers.

The third research is from Oktaviani & Kurnia Asri (2023), which also researched gaining information of good application for creating children's books. In this study they mentioned that children's storybooks have a crucial role in children's cognitive and affective development. The use of Storyweaver.org.in. was proven to have a positive perception from the students, therefore, the use of Storyweaver.org.in. as a medium for creating English children's storybooks must continue to be done. So, the researchers suggest that teachers implement the students inside or outside the class to develop foreign languages and preserve culture for children. The teachers also have to be able to create an interesting story, so that students do not bore when learning from storybooks.

Based on the three research above, Storyweaver is a recommended platform for teaching and learning for students, especially for reading and creating the story. Based on the literature study, research on Storyweaver is mostly done to find out its relationship to students' reading skill. The target was young learners such as elementary school students. It means that only one feature in the Storyweaver application has been analyzed namely the "read" feature. There is still few research that discusses the use of Storyweaver. Most of them analyzed it for reading only. No one has discussed using Storyweaver for writing and creativity.

Considering that writing is an important skill and creativity is one of the priority points in the Merdeka Belajar curriculum, so in this study the author would like to examine more deeply about Storyweaver, especially about creativity and writing competency. In this present study, Storyweaver was applied for different grades of students in another setting to know whether the Storyweaver is effective in different situations, namely flipped classroom implementation in the post-

pandemic context. This study is novel in that it uses Storyweaver to examine how students' creativity and writing proficiency are combined. This combination is novel in the field of English language learning and appropriate for the issues raised by the observations. It was discovered that the students' monotonous English instruction prevented them from using their creativity to learn the language. The instructor primarily instructed his pupils by outlining the content he was covering; writing instruction strategies were not used.

In addition, the preliminary observation that the students in SMAN 1 Petang are taught using traditional methods with little variation served as the foundation for this study. Regarding this issue, Sahtoni, Suyatna, and Manurung (2017) also discovered that the majority of school instruction still fails to foster students' creative development. Students are typically expected to give the right response and are rarely given the chance to offer creatively stimulating alternatives. On the other hand, SMAN 1 Petang is among the senior high school establishments that have already adopted flipped classroom instruction, utilizing the Merdeka Belajar Curriculum. The teaching and learning process is further supported by an adequate internet network and a sufficient number of computers in the computer lab. but there still taught through conventional teaching method and lack of variation, especially for writing. It means that the use and utilization of available technology is not maximized. Thus, it is necessary to use innovative teaching strategies to solve this problem.

The researcher would like to confirm this theory by providing empirical evidence by examining The Effect of Storyweaver toward Students' Creativity and Writing Competence at SMAN 1 Petang During Flipped-Classroom Implementation in the Post-Pandemic Context. It has been found that technology can help students be active in the teaching-learning process and to support student-centered learning. This experimental study aims to investigate whether Storyweaver significantly affects students' creativity and writing competency during

a post-pandemic context. This study was conducted on the tenth-grade students of SMA Negeri 1 Petang in the academic year 2022/2023.

1.2 Problem Identification

There are several problems that have been identified. Those problems are presented as follows.

1.2.1 There was little variation in the teaching-learning process.

Based on the study's background, current phenomena suggest that students learned English in a monotonous manner, which prevented them from using their creativity to explore the language. Given the demands of the Merdeka Belajar Curriculum, this is irrelevant. Furthermore, it was corroborated by the initial observation, which showed that the teacher primarily instructed his students by going over and answering questions from the school's teaching materials. Consequently, it doesn't inspire the pupils to study more.

1.2.2 Based on the findings of the initial observation, the instructor conducted a brainstorming session using the traditional teaching method of showing the students pictures. She also assumed the role of classroom controller, overseeing the writing assignment in the classroom. The example provided on the whiteboard, which does not elaborate on the content, serves as the model for the text that the students write. Actually, in order to effectively teach students how to write in English, a variety of strategies and innovations are required.

1.2.3 SMAN 1 Petang is one of the senior high school programs that uses the Merdeka Belajar Curriculum and flips classrooms is Petang. The program is supported by a computer lab with enough computers and a good internet connection to enable instruction. Nonetheless, the traditional teaching approach is still used, with little variation, particularly when it comes to writing instruction. It indicates that the technology currently available is not being used to its full potential. Therefore, it is

necessary to combine cutting-edge teaching techniques with technology to enable all students to utilize and benefit from the available computer and internet resources.

1.3 Limitation of the Problem

The scope of this research is limited to tenth grade students at SMA Negeri 1 Petang in odd semester (semester 1) English subject with narrative text material. The researcher intends to determine the significant effect of Storyweaver on students' creativity and writing competence.

1.4 Research Questions

Based on the background above, the research questions are formulated as follows:

1. Is there any significant effect of Storyweaver on toward students' creativity of tenth-grade students of SMA Negeri 1 Petang during flipped classroom implementation in the post-pandemic context?
2. Is there any significant effect of Storyweaver toward students' writing competence of tenth-grade students of SMA Negeri 1 Petang during flipped classroom implementation in the post-pandemic context?
3. Is there any simultaneous significant effect of Storyweaver toward students' creativity and students' writing competence of tenth-grade students of SMA Negeri 1 Petang during flipped classroom implementation in the post-pandemic context?

1.5 Research Objectives

1. To investigate whether there is a significant effect of Storyweaver toward students' creativity of tenth-grade students of SMA Negeri 1 Petang during flipped classroom implementation in the post-pandemic context?
2. To investigate whether there is a significant effect of Storyweaver toward students' writing competence of tenth-grade

students of SMA Negeri 1 Petang during flipped classroom implementation in the post-pandemic context?

3. To investigate whether there has a simultaneous significant effect of Storyweaver toward students' creativity and writing competence of tenth-grade students of SMA Negeri 1 Petang during flipped classroom implementation in the post-pandemic context

1.6 Research Significance

The researcher's significance can be categorized into two major types, theoretical and practical.

1. Theoretical Significance

The study is anticipated to contribute to the advancement of knowledge, particularly in the field of education. More specifically, the outcome will contribute to the theoretical understanding of teaching creativity and writing competence in English as a Foreign Language (EFL), particularly the use of Storyweaver as a teaching and learning innovation during the implementation of flipped classrooms during the post pandemic context.

2. Practical Significance

Practically the significance of this research can be classified into three parts, the students, the english teacher, and the other researchers.

a. The students

The study is expected to increase students' creativity and writing competence in English through Storyweaver.

b. The English Teachers

The study is expected to give new knowledge about implementing Storyweaver as media in teaching and learning English to improve students' creativity and writing competence.

c. For School

The study is anticipated to serve as a guide for teachers looking to enhance the learning process and fulfill the learning goals at school as effectively as possible.

d. The Other Researchers

The study is also expected to be a reference for other researchers in further research in teaching English to improve students' creativity and writing competence.

1.7 Conceptual And Operational Definition

a. Conceptual Definition

A conceptual definition is an element of research that describes the characteristics of a problem to be studied. Conceptual definition of each variable, as follows:

1. Storyweaver

Storyweaver is a digital-storytelling website, a visual storytelling community and a collaborative story-writing platform that can create, read, and share the story (Azad & Chakravarty, 2022)

2. Creativity

According to Stenberg and Lubart (1998) as cited in (Prayati, 2020), The ability to produce work that indicates novelty (unusual and inventive) and appropriateness (practical, flexible, and mindful of task constraints) is known as creativity.. According to Thorne (2007) as cited in (Prayati, 2020), there are four indicators of creativity namely; flexibility, originality, elaboration, and fluency.

3. Writing

Writing is the process of putting thoughts and messages onto paper, utilizing language structure and vocabulary (Risan, 2019). One skill that helps students express their ideas and thoughts during the learning process is writing., (Ranabumi et al, 2017). Reichlet

(2005) also points out that writing is a communicative process of expressing and sharing ideas which requires the ability to write through telling or transforming pieces of information in the form of text

4. Flipped Classroom

The flipped classroom is a two-pronged, student-centered teaching approach that combines interactive learning activities in class with one-on-one, computer-based instruction outside of scheduled class time.. (Bishop and Verleger, 2013)

b. Operational Definition

To examine the data concept empirically, it must be operationalized by changing it to a variable or something with value. Explanation from the operational definition of the variables of this study as follows:

1. Storyweaver

Storyweaver in this study used as a collaborative learning using technology. Students do the learning by making narrative text on the Storyweaver platform by paying attention to the learning steps based on flipped classroom.

2. Creativity

According to the conceptual definition, four indicators of creativity were used to measure creativity in this study through the use of a questionnaire. These elements will be mentioned in a few statements and described with the help of a descriptor. The outcome shows this aspect of creativity or the researcher's questionnaire score..

3. Writing competences

Writing competence refers to the score of tenth grade students in SMA Negeri 1 Petang, which will assess by using making narrative text activity in the classroom. The students

will acquire those scores after treating differently by using Storyweaver in one class and conventional teaching in another. It will assess by combining the score for each class and then comparing the categorization of the score.

4. Flipped Classroom

In this study, the flipped classroom was implemented in collaboration using technology, namely Storyweaver. This implementation follows the syntax of the flipped classroom. it focuses on the student center learning.

1.8 Research Assumptions

This research assumption is that the Storyweaver significantly affects students' creativity and writing competence in implementing flipped classroom during post pandemic context.

