STUDENTS' PERSPECTIVES AND MOTIVATION TOWARDS STORY JUMPER ON CREATIVE WRITING

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Abstrak: *Creative writing is not an easy task; what more is writing an essay in the target language. Creative writing is one of the compulsory questions. Hence, various measures have taken or techniques introduced to help students perform better in creative writing. This paper presents and discusses a study on the use of Story Jumper in a writing classroom to investigate* students' perspective on story jumper *and motivation in creative writing. A quantitative experimental design was employed involving thirty-six form five student in a secondary school in Pahang. Students' perspectives and motivation were measured using an adapted survey and analysed using SPSS 21. Findings show that the students perceived having positive perspectives and motivation while their writing after using Story Jumper showed more details and information provided. Its concluded that Story Jumper is one of the techniques that can apply to motivate students to write and increase their ideas to write creatively. It further implies that teachers need to continuously find means to motivate their students to writes that will improve their writing performance.*

Keywords: *Creative Writing, Motivation, "Story Jumper"*
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Introduction

There are many things can use to expand your words and create a stronger impact on motivation and writing. For example, a story can be used in speech to request emotions and reactions in the audience. The story is a description of events, people and places that are authors. The speakers tell us to entertain people. Adventure, detective stories and love can also be put together heritage, institutions and values that provide culture literacy is needed to improve reading understanding (Rains, 2009). Stories presented most often, and peoples receive them stories in many different ways at different levels of education. Storytelling is an integral part of the school curriculum in some countries. However, new age has encountered the digital world as a whiz some portion of their everyday lives and routinely get to assets in digital position. This age use Facebook, Instagram, Wikipedia, Google also, different assets to impart, associate with companions or discover the solutions to their inquiries. They read materials on the Internet for school and with the expectation of complimentary time and they utilise more now and again than conventional materials (Houston, 2011). Digital Storytelling (DST) rose out of the coordination of multi-media and storytelling to meet the different needs of people, for example, correspondence and self-articulation, and to encourage instructing and improve aptitudes. Since it is a dynamic instrument, DST can be utilised for various purposes in various settings and be made either by and by or inside gatherings. It has been shown that DST gives chances to the improvement of understudies' aptitudes including critical thinking, agreeable learning, inspiration, accomplishment and necessary deduction, inside the setting of formal training (Belet and Dal, 2010; Frazel, 2010; Hung, Hwang, and Huang, 2012; Malita and Martin, 2010; Ohler, 2013; Yang and Wu, 2012). Besides, analysts have announced that understudies can improve their education (digital, worldwide, innovative, visual, enlightening) and other scholastic abilities by partaking during the time spent structuring, making and introducing their very own DST (Hung, Hwang, and Huang; Frazel, 2010; Malita and Martin, 2010; Ohler, 2013; Robin, 2008; Skinner and Hagood, 2008; Yuksel, Robin, and McNeil, 2011). It has been recommended for educators to utilise DST inside their encouraging practice to make with abstracting or troublesome ideas more justifiable and to encourage talk on specific issues (Ohler, 2013; Robin, 2008). Digital stories can either be made by The understudies themselves or educators can utilise the ones made by others. Digital storytelling can make composing all the more fascinating, mainly through the easy to understand programming called Storyjumper. This online digital storytelling stage is one of the most famous digital storytelling sites which have picked up a large number of clients for its necessary and connecting with the condition which is the reason it's picked as the PC helped brief of this study. It additionally offers instant top-notch digital representations; clients can likewise transfer photographs or utilise their drawings to show up in the pages of their accounts. Storyjumper enables its clients to team up and share creative and education ability over the globe. The purpose of this research is to answer the research question: "What impacts does Storyjumper provide for secondary school students?". To be more specific, this research has two objectives.

1. To examine students' perspective on story jumper
2. To examine the impact of story jumper on students' motivation to write

The rest of the article is structured as follows: First, the literature on digital storytelling. This followed by a description of the research methods and procedures used in the research. The findings are then discussed and then implications, limitations and directions for future research offered.

Literature Review

Creative Writing

Creative writing is defined as a form of writing which fulfils specific needs in the writer (Mary, 1963). Marshall (1974) described creative writing as a piece of composition which children write without freely without too much teacher interference. Biggs & Collis (1982) identified creative writing as open-end prose that is intended to entertain rather than to impart information. Another researcher identified creative writing as an open and imaginative where author freely express their thoughts and feeling, as well as an original piece of paper (John, 2013). Creative writing involved many genres such as novels, plays, film scripts and more (John, 2013). The characteristics of a creative writer are someone with the natural talent to put their words together in a beautiful or novel way and good in observing things to get inspiration (John, 2013). Even though creative writing is written freely, it does have its challenges. One of the challenges posed by Morley (2007) was page fright and word blindness where new writers think that they faced writer's block and published writers produced writing in a short time and cannot read themselves. Mansoor (2010) stated that problems developed in creative writing in several areas, including weak vocabulary and first language interference. As indicated by Morley (2007), suggested that one must be disciplined, and by putting up the effort and make practice as routine, writing will become a lot easier. DAI (2010) stated that creative writing is an effective way not only to improve students' writing skills but also to enhance their personal development in general. Tok & Kandemir (2015) conducted a study to investigate the effect of using creative writing activitieson 7th grade students; achievement in writing skill. After pre and post result were compared, it showed that creative writing activities increased students' writing achievement in English. Gocen (2019) conducted the same area of study with elementary school students as the respondents. It was found that students' average scores on the post test are higher than the one in pre test which can be concluded that creative writing activities have a positive effects on students' writing achievement.

Digital storytelling

Robin (2008) defined digital storytelling as a technology application that allows computer users to become creative storytellers through the traditional processes of writing. Lobello (2015) described digital storytelling as the practice of combining still images with a narrated soundtrack, using both voice and music, which the processes begin similarly to the traditional way of writing. Rahimi and Yadollahi (2017) described digital storytelling as the combination of multimedia and storytelling to enhance the spoken and written expression and to present stories digitally to others. Carmen in GRETA (2008) listed that digital storytelling consists of five main features which make it adequate; 1) innovating in teaching material, 2) Motivating, 3) Creative, 4) Flexible, and 5) A new view on more traditional ways of learning and teaching. Carmen (2010) believed that digital storytelling is the result of a kind combination between more conventional techniques of telling stories and the most innovative multimedia resources. Burmark (2004) found that digital storytelling is an excellent technology tool for collecting, creating, analysing, and combining visual images with written text, which enhances and accelerates students' comprehension. Greshem P. (2014) investigated the impact of using digital storytelling in class to engage and motivate students to write. Founded that the students were not only highly motivated but became more confident to write. Hung, Hwang and Huang (2011) conducted a related study to investigate the impact of digital storytelling and technology towards the increasing of students' motivation. The findings reported that the experimental

group which used digital storytelling was superior to the control group, which used PowerPoint and from the interviews, the students were more motivated by digital storytelling. Carmen (2010) conducted a study to experience digital storytelling with her students. It was found that it could be a rewarding activity which usually succeeds in enhancing students' motivation and engagement. This could be supported by Andriany (2018) in her study concluded that Digital storytelling offer benefits for language teaching where it provides opportunity for the students to form their autonomy in learning since the activity requires students to be responsible. It was showed when the participants of her study reported that using digital storytelling in class made them more active since they had their own role in the class.

StoryJumper

StoryJumper is a tool used to create children´s books easily. The result of this application is a short story with free pictures, characters and items. Text can be added and to a certain amount formatted. For teachers, Storyjumper is a tool for teaching students the creative writing process. A study was conducted by Rahimi and Yadollahi (2017) where StoryJumper was used in the class to investigate the effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills. The result reported that digital storytelling is a powerful tool to facilitate the development of collaborative writing in language classes where the process motivates them to take more active role in writing practice and help each other in overcoming the difficulties of the writing cycle. It can be concluded that writing was mainly promoted through digital storytelling especially with working collaboratively using an online platform.

Methodology

Research design

The purpose of the current study was to investigate the perspectives of "StoryJumper" on students' motivation of Form 5 students of a secondary school in Pahang in writing lesson and their performance on creative writing.

Sampling

This study used a survey design and applied convenience sampling. The respondents consisted of 36 Form 5 students from a secondary school in Pahang. As writing is one of the components in Sijil pelajaran Malaysia (SPM) which will be sat by the Form 5 students at the end of the year, therefore, they were selected as the respondents of the study in order to enhance their writing achievement. The respondents focused on answering the questionnaire. The rational of choosing this secondary school was due to reasonable time in data collection and travelling costs, and the researcher had yet not found any specific research on the integration of Storyjumper in teaching creative writing among secondary school students in this district. Since the community is the district that one of the researchers works as a teacher, it eased the data collection process, and it was efficient for the researcher to conduct her study there.

Instruments

Questionnaire

The questionnaire, which tested the general feeling on writing activity, was adapted from Pierce, Joyce et al. (1997) in their paper Motivating Reluctant Writers. The questionnaire consisted of apart, which asked the general feeling of the students about writing. This part

consisted of 12 items and five Likert scale questionnaires. This questionnaire was given before and at the end of the implementation of Storyjumper to examine the changes of feelings towards writing activity.

Data Analysis

Respondents Frequency Based on Gender

Based on the respondents' gender, more than half of the respondents interviewed in the survey questionnaire were male respondents. This reflected in the frequency of the number of male respondents in Table 4.3, which is 25 male respondents, which also represent 69.4% of the total respondents. Besides, a total of 11 respondents were involved in this study, representing 30.6% of the total respondents interviewed in this study.

Table 4.1: Analysis Findings on Respondents Frequency Based on Gender

Gender	Frequency	Percentage
Male	25	69.4%
Female	11	30.6%
Total	36	100%

Student perceptions of Story jumper implementation in creative writing skills.

In this section, the researcher will elaborate on the results of the frequency analysis of students' perceptions of the performance of Story jumper in creative writing skills. There are six items provided for perceptual variables among these students, from B1 to B6. The results of the analysis of the six items delivered for this variable summarised in Table 4.2 below.

For the first item of statement B1, 12 respondents (33.3%) were uncertain, and eight respondents (22.2%) disagreed that Student perceptions played an essential role in determining students' motivation to learn creative writing skills. Also, seven respondents (19.4%) agreed, and five respondents (13.9%) strongly agreed on the perception based on the statement provided in B1.

For the second statement item, the frequency analysis showed that 14 respondents (38.9%) disagreed, and eight respondents (22.2%) of the total respondents strongly agreed on perceptions in the implementation of story jumper in creative writing skills based on statements contained in item B2. These statements are where the application of story jumper needs to be done regularly and consistently to produce quality creative writing skills. While seven respondents (19.4%) were uncertain, four respondents (11.11) strongly disagree, and three respondents (8.3%) agreed to apply story jumper in creative writing skills based on the statement for item B2.

For the third item B3, the frequency analysis showed 11 respondents (30.6%) strongly disagree; and eight respondents (22.2%) agreed with the statement contained in item B3 that a student's reasonable perception of story jumper implementation would facilitate the teacher to deal with the various challenges he or she encountered. However, six respondents (16.7%) strongly agreed, and six respondents (16.7%) disagreed with the story jumper in creative writing skills based on the same statement.

The results of the frequency analysis for the next item B4 showed that nine respondents (25.0%) strongly disagreed; 9 respondents (25.0%) strongly agreed, and eight respondents (22.2%) disagreed with the story jumper in creative writing skills based on the statements contained in item B4. Meanwhile, the analysis showed that only six respondents (16.7%) agreed with the teachers' perception statement based on item B4 statement that effective implementation of story jumper would produce practical, creative writing skills learning and interest of students.

Furthermore, the frequency analysis of item five, item B5, showed that nine respondents (25.0%) strongly disagreed; 8 respondents (25.0%) disagreed, and seven respondents (19.4%) strongly agreed with the story jumper in creative writing skills according to statement item B5. Besides, only six respondents (16.7%) agreed with the story jumper in creative writing skills based on the statement in item B5 that students' perceptions of the importance of story jumper implementation play a role in reducing student pressure in completing assigned tasks.

In item six, item B6, the survey results showed that ten respondents (27.8%) strongly disagreed, and nine respondents (25.0%) disagreed with item B6's statement that with the correct perception, the student could give priority balanced to execute the creative writing skill. In the same item, the researcher found six respondents (16.7%) uncertain; 6 respondents (16.7%) agreed, and five respondents (13.9%) strongly agreed with the story jumper in creative writing skills based on the sixth item of this section.

Table 4.2: Student Perception of the implementation of story jumper on creative writing skills.

No.	Student Perception of the implementation of story jumper on creative writing skills.	1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree
B1	Student perceptions play an important role in determining students' motivation to learn creative writing skills	4 11.1%	8 22.2%	12 33.3%	7 19.4%	5 13.9%
B2	The implementation of story jumper needs to be organised and consistent to produce quality creative writing skills	4 11.1%	14 38.9%	7 19.4%	3 8.3%	8 22.2%
B3	A student's reasonable perception of the story jumper will make it easier for the teacher to handle the various challenges they face.	11 30.6%	6 16.7%	5 13.9%	8 22.2%	6 16.7%
B4	The practical implementation of story jumper will create an effective way of learning creative writing skills and engaging students	9 25.0%	8 22.2%	4 11.1%	6 16.7%	9 25.0%

B5	Student perceptions of the importance of story jumper implementation play a role in reducing student stress in completing assigned tasks	9 25.0%	9 25.0%	5 13.9%	6 16.7%	7 19.4%
B6	With the right perspective, the student can give balanced priorities to practice creative writing skills.	10 27.8%	6 16.7%	6 16.7%	6 16.7%	5 13.9%

Descriptive Analysis of Student Perceptions of Jumper story implementation in creative writing skills

Table 4.3 shows the results of the descriptive analysis conducted by the researcher to determine the level of student perception of the story jumper implementation in creative writing skills. Based on the analysis summarised in table 4.9 below, the mean scores for the six statement items for teacher perceptions ranged from 2.7778 to 3.0278. According to Sondoh and Tanakinjal (2013), mean scores between 2 and 4 were classified as moderate. As such, it shows that the level of student perception of story jumper in creative writing skills is at a moderate level.

Table 4.3: Descriptive analysis of students' perceptions of story jumper implementation in creative writing skills

No.	Descriptive analysis of students' perceptions of story jumper implementation in creative writing skills	Mean Score	Indication
B1	Student perceptions play an important role in determining students' motivation to learn creative writing skills	3.0278	Average
B2	The implementation of story jumper needs to be organised and consistent to produce quality creative writing skills	2.9167	Average
B3	A student's good perception of the story jumper will make it easier for the teacher to handle the various challenges they face.	2.7778	Average
B4	The effective implementation of story jumper will create an effective way of learning creative writing skills and engaging students	2.9444	Average
B5	Student perceptions of the importance of story jumper implementation play a role in reducing student stress in completing assigned tasks	2.8056	Average
B6	With the right perspective, the student can give balanced priorities to practice creative writing skills.	2.6389	Average

Student Motivation on story jumper application in creative writing skills.

In this section, the researcher will elaborate on the results of the frequency analysis of students' motivation for the implementation of story jumper in creative writing skills. There are six items provided for perceptual variables among students from C1 to C6. The analysis results of the six items delivered for this variable are summarised in Table 4.4 below.

For the first statement item D1, 12 respondents (33.3%) were uncertain, and eight respondents (22.2%) disagreed that respondents were often motivated to implement story jumper for creative writing skills at this time. Besides, seven respondents (19.4%) agreed, and five respondents (13.9%) strongly agreed on the motivation based on the statement provided in D1.

For the second statement item, the frequency analysis showed that 14 respondents (38.9%) disagreed, and eight respondents (22.2%) of the total respondents strongly agreed on the motivation in implementing story jumper in creative writing skills based on the statements contained in item D2. The report provided the classmates with constant encouragement and motivation for the respondents to improve their creative writing skills. While seven respondents (19.4%) were uncertain, four respondents (11.11) strongly disagree, and three respondents (8.3%) agreed with their motivation in implementing story jumper for creative writing skill based on the statement for item D2.

For the third item, D3, the frequency analysis showed that 11 respondents (30.6%) strongly disagreed and eight respondents (22.2%) agreed with the teacher's motivation based on the statement contained in item D3 that teachers also often provided special assistance from in terms of motivating respondents to improve the way their story jumper works to improve my creative writing skills. However, six respondents (16.7%) strongly agreed, and six respondents (16.7%) disagreed with students' motivation to develop their creative writing skills through story jumper based on the same statement.

The results of the frequency analysis of the next item D4 showed that nine respondents (25.0%) strongly disagreed; 9 respondents (25.0%) strongly agreed, and eight respondents (22.2%) disagreed with students' motivation in creative writing skill through the implementation of story jumper based on the statement contained in item D4 while the results of the analysis showed that only six respondents (16.7%) agreed with the motivation among teachers of subject D4 statement that with the motivation to practice creative writing skills, respondents often sought to find solutions to improve the weaknesses during the writing process.

Furthermore, the frequency analysis of item 5, item D5, showed that nine respondents (25.0%) strongly disagreed; 8 respondents (25.0%) disagreed, and seven respondents (19.4%) strongly agreed with student motivation in creative writing skill through the implementation of story jumper according to item D5 statement. Besides, only six respondents (16.7%) agreed that student motivation in the creative writing skill was based on the statement in item D5 that motivation was important to enable me to always find the best initiative in implementing the creative writing skill the best.

In item six, item D6, the survey results showed that ten respondents (27.8%) strongly disagreed, and nine respondents (25.0%) disagreed with item B6 statement, which stated that good and sufficient motivation derived from story jumper gave internal strength to students to practise

creative writing skills well. In the same item, the researcher found six respondents (16.7%) uncertain; 6 respondents (16.7%) agreed, and five respondents (13.9%) strongly agreed on student motivation in creative writing skills through the implementation of story jumper.

Table 4.4: Student motivation in creative writing skills through the implementation of a storey jumper.

No.	Student motivation in creative writing skills through the implementation of story jumper.	1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree
D1	I am often motivated to apply story jumper for creative writing skills today	3 8.3%	4 11.1%	8 22.2%	10 27.8%	11 30.6%
D2	Classmates have always given me the motivation and motivation to improve my creative writing skills	3 8.3%	14 38.9%	8 22.2%	3 8.3%	8 22.2%
D3	The teachers also provided me with a lot of motivation to enhance my story writing skills to improve my creative writing skills	3 8.3%	9 25.0%	13 36.1%	3 8.3%	8 22.2%
D4	Inspired by the practice of creative writing skills, I often seek to find solutions to improve the weaknesses of the writing process	3 8.3%	11 30.6%	4 11.1%	8 22.2%	10 27.8%
D5	Motivation is important to enable me to always find the best initiative in implementing the best creative writing skills	9 25.0%	13 36.1%	7 19.4%	5 13.9%	2 5.6%
D6	The right motivation that comes from story jumper gives students the inner strength to do creative writing skills well.	5 13.9%	10 27.8%	5 13.9%	8 22.2%	8 22.2%

Descriptive Analysis On Student motivation in creative writing skills through the implementation of story jumper.

Table 4.5 shows the results of the descriptive analysis conducted by the researcher to determine the level of motivation of the student towards the implementation of story jumper in creative writing skills. Based on the analysis summarised in table 4.13 below, the mean scores for the six statement items for teacher motivation ranged from 2.3889 to 3.6111. According to Sondoh and Tanakinjal (2013), mean scores between 2 and 4 were classified as moderate. As such, it shows that the level of student motivation for the implementation of story jumper in creative writing skills is at an average level.

Table 4.5: Descriptive Analysis On Student motivation in creative writing skills through the implementation of story jumper.

No.	The levels of student motivation in the implementation of story jumper in creative writing skills.	Mean Score	Indication
D1	I am often motivated to apply story jumper for creative writing skills today	3.6111	Average
D2	Classmates have always given me the motivation and motivation to improve my creative writing skills	2.9722	Average
D3	The teachers also provided me with a lot of motivation to enhance my story writing skills to improve my creative writing skills	3.1111	Average
D4	Inspired by the practice of creative writing skills, I often seek to find solutions to improve the weaknesses of the writing process	3.3056	Average
D5	Motivation is important to enable me to always find the best initiative in implementing the best creative writing skills	2.3889	Average
D6	The right motivation that comes from story jumper gives students the inner strength to do creative writing skills well.	3.1111	Average

Discussion

Ro 1: To Examine Students' Perspective on Story Jumper

According to Yee, B. C., & Zainuddin (2018), StoryJumper is an original and efficient site; the understudies are not overpowered with such a large number of alternatives and the means to make their storybook are now requested, so the production of the book is charming and straightforward. Moreover, the way that a video instructional exercise shows up on the first page when understudies initially enter their landing page is exceptionally fundamental and helpful. Therefore, understudies will as of now have at the top of the priority list what are the unique devices and how to utilise them, they won't sit back attempting to understand the site. All through the students' perceptions, they were trying the instrument with an understudy perspective since it couldn't enter as an instructor since it required a class ID, which they didn't have. Also, the majority of the clients approach similar alternatives and devices on the site. As per Asma Mansoor (2010) study, educators have the likelihood to access and survey their understudies' storybook before distributing it.

Additionally, a lot of potential layouts are offered in StoryJumper that suit a ton of understudies' ideal subjects for their stories. For example, an understudy would first be able to recount to an anecdote about a safari, at that point go on the site and make sure to discover a few characters and scenes that are identified with his story, which is likewise an advantage introduced in Bobby Travis' article. Carmen G. S. (2010) prescribe to utilise StoryJumper with small kids since more established understudies can discover this site not testing at all since it doesn't require many

aptitudes and comprehension to use StoryJumper. In this way, it will be progressively worthy for little youngsters because there is a ton of appeal. Accordingly, youngsters will never need to depend on themselves when they are stuck from motivation. At long last, StoryJumper allows understudies to make and distribute their own outlined stories, and improves understudies' innovativeness and innovation abilities.

Ro 2: To Examine The Impact Of Story Jumper on Students' Motivation To Write
The after-effects of the present examination are likewise following the discoveries of a study led by Banaszewski (2005) on showing writing skills among the students who have a negative demeanour towards writing errands. The outcomes proposed that building up an inspirational frame of mind towards different storytelling skills was conceivable through utilising digital storytelling instruments. This discovering is likewise bolstered in another investigation led by Goldberg et al. (2003) who also feature the significance of interactive media devices on students' writing skills. Garrard (2011) likewise directed an exploration with respect with the impacts of digital storytelling on account content writing, and the discoveries were in line with the got after-effects of the present investigation, as he discovered digital storytelling emphatically influences writing account writings. The current examination uncovered "feeling of power" as one of the regions where students felt progress utilising Storyjumper. Zakaria et al. (2016) discovered that with the utilisation of online Digital Storytelling site called Storybird, student's feeling of power and inventiveness, just as their writing skills were upgraded and created. In this examination, the students bolstered each other's announcements about the simplicity of producing thoughts when utilising Storyjumper. These understudies have recently confronted challenges when attempting to create ideas emerging from the absence of pre-writing skills, for example, conceptualising. In any case, they conquered this hindrance in writing once they got an opportunity to look at the titles of other clients' accounts and picked the pictures offered in the Storyjumper. They additionally focused on the significance of having the option to share their stories to the world and perceiving themselves as a part of a bigger network which thus expanded their exertion into composing all the more carefully, this discovering is likewise upheld by Zakaria et al. (2016).

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