

## QUIKGRAM FOR FACILITATING THE STUDENTS' CREATIVE WRITING TASKS

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### Abstract

Creativity has been referred to think outside the box. We commonly view creativity as creating something by experimenting in terms of great pieces of art, literature, drama or music. So, good teachers should pay close attention to the students' creative skills in order to performing the foreign language learning. In addition to the digital era, there are many various ways that can be used by teachers to engage students' creativity. Exploring mobile applications and integrating social media are the potentials for learning activities. This is because the students have already been familiar with a number of applications for everyday use. Furthermore, the mobile learning apps can facilitate to create windows of opportunity for being creative, flexible, and improvised target language. Thus, this paper focuses on the use of mobile apps namely Quik and Instagram to facilitate the students' creative writing tasks. This concept article will how Quik and Instagram are integrated to facilitate creative writing task. Therefore, this study sought to answer the two research questions; (i) How Quik is created and integrated to Instagram and (ii) What are the students' perceptions towards the use of Quikgram for facilitating their creative writing task.

**Keywords:** Quik, Instagram, mobile applications, creative writing task

### Introduction

Teaching writing for students needs struggle because some students find that the activity of writing is boring. Students may feel reluctant and threatened when they are asked to write a story about a given topic. They tend to be frustrated to start writing. They need more energy to explore what should they think to write. Therefore, writing will be much more fun activity if the students are given and provided inspirations to gain their confidence and excitement to write.

Asking students to begin to write can be started with allowing them to use their imaginations by creating creative writing. Teachers ask students to express themselves and demonstrate solid vocabulary skills. According to Bennet, et al. (2008), creative writing is the study of writing and its context through creative production and reflection process. The notion that creative writing may be a medium for thought is very important in many ways (Kroll, 2003) which the students can broaden their thought process and develop their creativity.

Encouraging students to write creatively can be used in many ways such as; writing about poem, letters, fiction or nonfiction, past experience, best moments, wonderful events, etc. One of the easiest ways to get students to start writing creatively is using prompts. Writing prompts encourage students of all ages to write about the things that are meaningful to them (Zimmerman, 2015) starting with very little information or just a beginning sentence and ask them to finish the story. So, it is important for teachers to help the students explore their rich thoughts and ideas as they experience in the past moments, such as; "What I did on my vacation," "The place I visited in last holiday," and etc. There have been some attempts to teach writing in 21<sup>st</sup> century due to innovative technology in language learning since the majority of students use mobile devices. Due to mobile devices, students can access many educational materials, and sharing them by e-mail, or by blogs, or by wiki, or they can use E-Readers to browse electronic books, newspapers, magazine, and language

dictionaries or scientific dictionaries (Gadd, 2010). With regard to this, Richard (2015) points out that there are many technological tools and online resources are available to support students writing on personal mobile devices. Typically, the use of mobile learning applications on personal devices affords students' ownership of learning, which may lead to positive language learning experiences (Kukulka-Hulme, 2009). In addition, the teacher can facilitate and empower students to participate in learning environment. One of free apps that can support and meet the demands of students to write creatively is using Quik app. Quik is one of free apps that can automatically make our footage stand out with music, text, and transition (Journalism.co.uk). This app includes automated editing styles which is no limit to how many images and texts that can be added. Using Quik, students can easily animate the images and texts using a default style, and complete with transitions, music, and effects.

One mobile application that also used in this study is Instagram. Nowadays, Instagram is becoming a popular social networking platform which most students have already been familiar with. Instagram allows the users to share photos or videos, post comments, look for new people, write captions, and see other friends' photos. So, that is why this social media platform is popular among young people and Instagram is considered as one of the most popular SNSs in the world with over 300 million active users (Instagram Press, 2015).

In general, this study conducted which lead to innovations in teaching creative writing using mobile learning applications, Quik and Instagram, due to some reasons, as follows:

1. To promote digital creative writing using prompt and explore students' chronological events and moments which they remember most in a certain time by supporting photos.
2. To engage students and develop their digital literacy and critical analysis.

3. To create a personalized, learner centered and situated learning environment for learners (Kim and Kwon, 2012) due to various functional features on the Quik and Instagram mobile apps.
4. To increase students' learning motivation

Furthermore, the aims of this study are to describe how Quikgram is created to facilitate students' creative writing task and to investigate the students' perceptions towards the use of Quikgram. Therefore, this study sought to answer the two research questions: (a) How Quik is created and integrated to Instagram and (b) What are the students' perceptions towards the use of Quikgram for facilitating their creative writing task.

### **Methodology**

This study was a case study research design. Geertz (1973b as cited in Cohen et al., 2007) defines "case studies strive to portray 'what it is like' to be in a particular situation, to catch the close up reality and 'thick description' of participants' lived experiences of, thoughts about and feelings for a situation." Moreover,

The subjects in this study were three classes by the total of 115 EFL students of second semester majoring Islamic Education in IAIN Pekalongan. This study used a questionnaire to examine students' perceptions on the use of Quikgram for facilitating their creative writing task and collect the data. The notion of perception based on Oxford dictionary (2014) is the tendency of the individual behavior about the variables that require acceptance or rejection response towards different subjects, or it is psychological state when an individual character that carries a positive or negative towards something.

Besides, the use of questionnaire enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification (Nunan, 2008). Close-ended questionnaire items were used

as the instrument. Nunan (2008) also views that close questions are easier to collate and analyze. The degrees of responses of the study sample on 5 point perception Likert Scale towards the use of Quikgram are totally disagree, disagree, neutral, agree, or totally agree. However, there were only 76 students out of 115 students who completed to fill the questionnaire through Google form responses due to some accidental reasons. Therefore, only 76 students got involved in the process of collecting data as participants.

### Findings and Discussion

Regarding with the aims of this study which were to describe how Quik is created and integrated to Instagram for facilitating students' creative writing task and to investigate the students' perceptions towards the use of Quikgram, this part displays the findings and discussion.

#### 1. Creating Quikgram to Facilitate Students' Creative Writing Task

Practically, it does not really need for the students in any effort to create Quik, but there are some particular things for the students that should be considered. To answer "How Quik is created and integrated to Instagram for facilitating students' creative writing task", the procedural steps would be highlighted as follows.

- a. Go to play store and install Quik app to our mobile device.
- b. After Quik app has already been installed, we can use it offline. Then, in the screen, a box appears in which we can add a title intro for starting our project.
- c. Along the left and right, there is "plus" sign means we can add more photos and add slides.
- d. Under the project on the screen, there are some features that we can apply those are; slides transition effects, music as a back sound project, and setting features like duration, square, music start, filters, font, palette, outro on/off, adding text,

layout, rotate, focus, duration, remove, and duplicate.

- e. Under the features, there is a timeline that shows the running projects.
- f. To save the project using Quik, we can simply click the save icon, share, or send the project to other apps.

Prior to the implementation of procedural steps of Quik app, the integration of mobile learning apps between Quik and Instagram towards the students' construction works can be seen in the following steps.



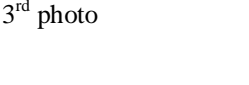
#### a. Step 1:

Getting students to brainstorm and exchange verbs in past form related to vacation, holiday, or travelling between each student to other friends by going around the class.

#### b. Step 2:

Having students choose 4-5 their chronological travel photos on their mobile phone gallery. At this stage, students will make an outline. They should use the collecting verbs got from other friends matched with the actions, feelings, moments that occurred in every photo to make sentences. Below shows one example of students' outline with the photos.

Table 1. The example of students' outline

Photos	Sentences
1 <sup>st</sup> photo 	I went to Semarang. That was so unforgettable.
2 <sup>nd</sup> photo 	We visited Lawang Sewu. I felt so peaceful.
3 <sup>rd</sup> photo 	We headed to Al Husna.

	
4 <sup>th</sup> photo 	We went to Eling Bening at Ambarawa.
5 <sup>th</sup> photo 	We went to swimming pool.

c. Step 3

Having students write stories with a starting prompt “The best holiday I have ever felt.” Then, giving extra prompts to the benefit of exploration to write their travel writing is necessary, such as “what I did on my last vacation, my most memorable moment in my vacation, what I felt during my vacation and the best word to describe my vacation”. At this step, making sure to see the students’ travelling writing are not the same as their friends’ works is needed. The example of travelling writing from one student would be like this:

*The Best Holiday with Best Friends  
 (Semarang, March 30-31, 2018)*

*On March 30-31, 2018, I went to Semarang with my best friends and that was so unforgettable of my life. The place we first visited was Lawang Sewu. This place is amazing at night and I felt so peaceful and calm here. Then, we headed to Al Husna Tower to enjoy the beautiful night of Semarang City from altitude.*



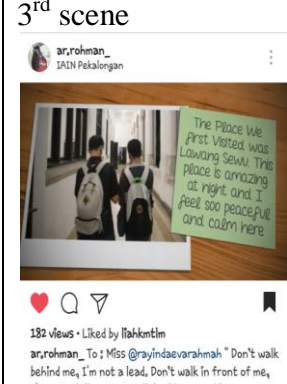

*The next day, we went to Eling Bening at Ambarawa, and this place is hot when daylight but it is very beautiful. After enjoyed the beauty of Eling Bening, we*

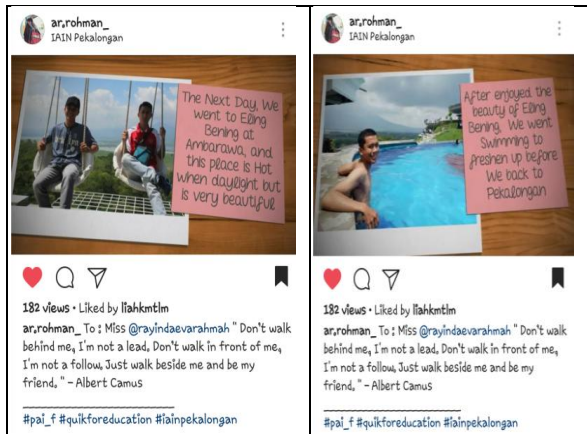
*went to swimming to freshen up before we back to Pekalongan.*

d. Step 4

For task, asking students to create and animate the chosen photos, to add the texts, and to edit the project into their creative writing task using Quik app. After that, asking students to individually post their project on Instagram account with giving some hash tags which enable the lecturer and other friends to easily find all the posts. The example of one student’s creative writing task created with Quik app that already been posted to Instagram was shown below.

Table 2. The example of one student’s creative writing task by Quik app

1 <sup>st</sup> scene 	2 <sup>nd</sup> scene 
3 <sup>rd</sup> scene 	4 <sup>th</sup> scene 
5 <sup>th</sup> scene	6 <sup>th</sup> scene



e. Step 5

After posting their creative writing tasks into their own Instagram accounts, then let students see and look at other friends' posts using the hash tags in order to get to know how other's task creation and to read the text.

2. The Benefits of Quikgram in Creative Writing Task

In the implementation of Quikgram in creative writing task, students are given the freedom to choose their photos, recall their vacation moments, and generate ideas for their writing tasks helping with some prompts. They are encouraged to select the travelling or vacation photos based on chronological events and generate story and experiences based on the chosen photos for writing purpose. Having the freedom to create and animate the chosen photos, add the texts, back sound and edit into their creative writing task using Quik app indicates that they are comfortable with the use of Quik.

Furthermore, they are asked to post their creativity task into their own Instagram showed positive responses. Since the works were created as tasks, all the twelve questions showed that the majority of students agreed to the statements which can be seen in table 3.

Table 3. Students' responses to the questionnaire items

No	Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Quik is amazing editing app and easy to use for supporting my	4 (5.2%)	3 (3.9%)	9 (11.7%)	38 (49.4%)	23 (29.9%)

writing task about vacation.					
2. I felt enjoyed to use Quik in doing editing so I could motivate myself to make a creative writing task.	3 (3.9%)	5 (6.6%)	11 (14.5%)	38 (50%)	19 (25%)
3. Quik provided me to the use of Smartphone application to engage English learning experience in a fun way.	3 (3.9%)	1 (1.3%)	17 (22.4%)	39 (51.3%)	16 (21.1%)
4. Quik explored my creativity in choosing the photos, editing styles, and adding the song as a back sound.	4 (5.3%)	3 (3.9%)	12 (15.8%)	38 (50%)	19 (25%)
5. After posting my creative writing task using Quik video app to my Instagram and giving hash tags, I can see my other classmates' travelling writing task. So, I can read and learn grammar and sentence structure about Simple past form.	3 (3.9%)	4 (5.35%)	15 (19.7%)	37 (48.7%)	17 (22.4%)
6. By seeing and reading creative writing tasks from my other classmates posted in their IG account, it can add my vocabulary.	3 (3.9%)	6 (7.9%)	15 (19.7%)	39 (51.3%)	13 (17.1%)
7. Instagram can be used both socially and for educational purposes.	2 (2.6%)	5 (6.6%)	11 (14.5%)	34 (44.7%)	24 (31.6%)
8. Instagram is safe to use both socially and for educational purposes.	3 (3.9%)	3 (3.9%)	12 (15.6%)	35 (45.5%)	24 (31.2%)
9. Instagram is easy to make posts, upload pictures and videos for educational purposes.	4 (5.3%)	4 (5.3%)	12 (15.8%)	31 (40.8%)	25 (32.9%)
10. Instagram is a good place to see other posts from other classmates.	3 (3.9%)	6 (7.9%)	14 (18.4%)	35 (46.1%)	8 (10.5%)
11. Instagram developed my self-confidence and identity o learn English.	1 (1.3%)	8 (10.5%)	11 (14.5%)	44 (57.9%)	12 (15.8%)
12. Integrating Quik app and Instagram for supporting my creative writing task increase my English learning motivation.	4 (5.3%)	4 (5.3%)	10 (13.2%)	40 (52.6%)	18 (23.7%)

The results of the students' responses of the questionnaire in Table 3 show positive perception on the use of Quik as a video editing app and Instagram as a social media platform. It can be said that Quikgram can facilitate the students' creative writing task about vacation using prompts.

Moreover, based on the questionnaire given, the students' perception overall show the benefits of utilizing Quikgram in their creative writing task, as follows:

- Quik is amazing editing app.
- Feel the enjoyment in doing editing.
- Keep up the use of Smartphone app to engage the learning experience.
- Explore creativity in choosing the photos, editing styles, and adding the song as a back sound.
- Improve vocabulary knowledge by looking other friends' tasks in Instagram accounts.
- Develop self-confidence and identity.
- Practice their abilities in grammar and sentence structure.

- h. Quikgram provides digital creative writing for learning experience.

### Conclusion

In embracing the mobile learning applications in language learning, teachers and educators can use, apply, and integrate them in teaching and learning process. The use of mobile learning applications for everyday use cannot be denied by the students as young people. So, it would be a good chance for English teachers to facilitate their students in engaging with learning English by utilizing mobile learning applications.

In this study, throughout the creative writing tasks that used Quik as a video editing app and Instagram as a social media, there are some benefits can be considered based on the students' perceptions. Quik and Instagram are believed to be one of the ways for facilitating students' creative writing tasks. In addition, Quikgra, can provide digital creative writing for learning experience and increase students' motivation to write in English.

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