

MICROBLOGGING TO IMPROVE STUDENT CREATIVITY IN WRITING ACTIVITIES

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Abstract: Microblogging are often used by the teacher in the learning process. Microblogging like Instagram is one of the web technologies or applications that are used for the learning process. Microblogging is not only writing a tweet on Twitter. On Instagram students also can be media for student learning writing. In addition, microblogging can be used as interesting media to learn English. Therefore this study was conducted to find out what is a significant effect of using microblogging and also find out what are student perception of the use of microblogging to elevate student creativity in a writing activity. using qualitative methods, research instruments are interview, questionnaires, and documents. The study was conducted at one of the vocational school in Bogor with eight students as participants. From the findings, it is concluded that students have some significant and have positive perceptions after using microblogging in writing activities. Most students agreed that microblogging is easy to use for writing. They also said microblogging is an interesting medium for learning English. In addition, can motivate them to write better and elevate their creativity.

Keyword: *Microblogging, Writing Creativity, EFL*

INTRODUCTION

Writing is a significant skill in language production. The researchers believe that word has power, the more you read, the more that you can write. Writing is the most challenging area in learning a second language. Rahman (2009) argued that in recent years there has been a growing concern in writing skills in higher education. Learners go on into specific knowledge acquiring situations which is their writing has to be more specific oriented. Writing can be media for autonomous learners to gain many vocabularies, get better in grammatical structure, and avoid anxiety in writing. Student writing faces several writing problems in different learning stages. The biggest problem for students is to avoid their anxiety in writing, regardless of other problems like students feel hard to find a way to explore their creativity in writing. Dantes (2013) states that writing becomes one of the most important aspects of language skills since it makes a difference understudies grow the other language macro scale abilities without them being mindful of doing it. Writing is a skill that needs focus in grammatical structure, the most major problem in writing is writing anxiety. As we know, writing can also enhance students' thinking skills. Students will be more get created when they do writing tasks. Allyn (2015) defined writing is considered the most important skill. It's said so as it helps develop students' critical thinking skills and helps them understand and communicate complicated ideas. Additionally, writing can enhance students' vocabulary, spelling, and grammar. Fareed, Ashraf, and Bilal (2016) says that the main writing issues of university students are inadequate write language skills (including grammar, syntax, and vocabulary), anxiety, dependence on the first language (L1), and weaknesses structure organization. The background of students' also has a major influence on their writing skills. Klein (1985, p. 70) writing is defined as "the ability to place pen and paper and express ideas through symbols, in this way, representations on the paper will have meaning and content that could be communicated to other people by the writer". The more you read and write, the broader your vocabulary that you know. Damanik (2017; 37) states that writing skills are one of four English skills that should be mastered as an English foreign learner. Writing reinforces understanding English and keeping language in memory. In addition, Murray (2002:19) declares how to write and forged. Harmer (2004:31) writes that teaching writing skills are different from teaching other skills. In addition, he argues that it is because of "the nature of the writing process", "precision of the need to write", and "the mental processes experienced by students when writing". Many students shy away from writing material because writing is boring and difficult. According to (Nunan, 2003) writing is the process of reflection to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraphs. As we know the more you read, the more you write, it's better to write more so you can do well in writing later. The input is reading than writing is output. Siburian (2013) defined writing as a very important capacity for students to have, and it is good communication.

By using microblogging such as Instagram, students' can explore their creativity and don't too much pay attention to grammatical structure. On the other hand, people nowadays enable to use microblogging as a tool for doing writing. (Bruning & Horn, 2000) explained that writing is a reflective activity that think and analyze specific subjects and break down information. It stimulates reflection, forces learners to focus and organize their thoughts, and fosters their capacity to summarize, evaluate, and criticize them. It further includes various cognitive and metacognitive operations, such as brainstorming, organization, outlining, preparation, and revision. Writing can elevate students' creativity and critical thinking. Richard (2015) states, the way digger to taught composing for

requesting purposes and setting is associated to a talk and sort approach. As we know microblogging like Twitter and Instagram can help our ELT students develop an enthusiasm for writing in English. Thus, in the study researchers will research to know what effect of writing through microblogging like Instagram.

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LITERATURE REVIEW

The Nature of Writing

The term writing has been defined by many researchers. Writing is an important capacity in linguistic production. Writing force us to understand grammatical form and structure, it's important to pay attention to it. In line with this, Brown (2000: 31) states the definition of language competence as "one's underlying knowledge of the system of a language Inline its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together".

Writing

Writing is a skill that requires me to pay more attention to grammar, structure, vocabulary, and creativity. Brown, (2001: 336) moreover claimed that writing could be a considering prepare. In addition, students need to dig deeper to understand more about writing, writing is an output process meanwhile reading is an input process. Richards and Renandya (2002: 316) state that method of instructing composing comprises four fundamental stages. They are arranging, drafting, revising, and editing. For each arrangement, different learning exercise that can back the learning of particular composing aptitudes are recommended. For example, in the planning stage, teachers can support their students to improve their writing skills in generating ideas by giving activities, such as brainstorming, clustering, and rapid free writing. Writing is more complex than listening and reading because writing is similar to speaking, writing and speaking are output processes meanwhile listening and reading are input processes.

The planned writing experiences for the students can be described as follows:

1) Planning

Planning or pre-writing is a movement of composing that pointed to empower and fortify to compose. Since work consist in strengthening the ideas of entry students, it is necessary to organize composition exercises to provide meetings for the composition of the composition such as the anger of the brain and etc.

2) Drafting

At this arrange, students will center on the familiarity of composing and type in without having much consideration to the exactness of their works. Amid the method of composing, students must too center on the substance and the meaning of the composing. Other than, the understudies may be energized to provide their messages to distinctive group of onlookers, such as peers, other classmates and etc. At this organize, students will center on the familiarity of composing and type in without having much consideration to the precision of their works. Amid the method of composing, the understudies must moreover center on the substance and the meaning of the composing. Other than, the understudies may be energized to provide their messages to distinctive group of onlookers, such as peers, other classmates and etc

3) Revising

Students review and reexamine the content to see how successfully communicated their thoughts to the reader. Changing isn't a basic action of checking language mistakes but it is done to improve worldwide substance and organization of the thoughts so the writer's intention is clearer for the reader.

4) Editing

At this stage, students are centered on cleaning up their works as they plan the ultimate draft to be evaluated by the instructor. The most action done by the students at this arrange is editing their botches on linguistic use, spelling, accentuation, sentences, phrasing, etc.

To whole up, the arrangement of the steps cannot be separated since it works like a wheel. Each stage within the process of composing will work in line to help the students in composing the content.

Each component has a function to make writing look good, besides writing skills also need to know grammar, structure, and mastery vocabulary.

Creative Writing

Maley (2012) considers creative writing as an aesthetically motivated, highly disciplined, and personal activity that deals less in facts than in the imaginative representation of emotions, events, characters, and experiences. Some

teachers who experience believe that creative writing activity can gain students' creativity, motivation, and awareness to write more. Anae (2014) states if therefore, "Creative writing is more than just words on a page; it's freedom" then the seeds of this freedom lies in changing attitudes—the policy, the personal, the pedagogy— about what defines creative writing and how it can be taught. With creative writing activities, the teachers can give students tasks about writing without being afraid that students' didn't enjoy the material.

Microblogging

Microblogging is one of the latest Web 2.0 technologies. Microblogging can foster process-oriented learning because it can allow continuous and transparent communication between students and lecturers (Ebner, Lienhardt, Rohs and Meyer, 2010) cited in Bozkurt et al 2016 and they are used for teaching and learning activities in EFL classes successfully (Yunus, Salehi and Chenzi, 2012) cited in bozkurt et al. 2016. Microblogging is pretty easy to use, we can call tweets on Twitter, the caption on Instagram, status in WhatsApp as a microblogging tool. Ebner and Maurer (2009) state that microblogging provides a means for students to have just-in-time interaction with their classmates on course content. The teacher can give some topics for students to write and then the student can use microblogging such as Instagram/Twitter to share their writing. In this research, the researcher wants to use one of the microblogging tools named is Instagram. Instagram can be assessed by students over a wifi or mobile data connection using PCs, mobile phones, and tablet devices. Besides Instagram as we know most popular microblogging tools are Twitter and Tumblr. In education, Web 2.0 technologies create online educational communities, which Shishkovskaya & Sokolova (2015) call educational 'website', allowing two-way communication between the site and users, contributing to the content creator, which offers the possibility of updating the content by several creators who promote interactivity, creativity, and sociality in learning process. Web 2.0 offer interaction for teacher and students to create two-way interaction it will be helpful because communication is important in English language teaching. As Dooly & Masats (2010) argue, teachers must be able to choose the most appropriate Web 2.0 material, methodology, and activities to reinforce positive learning and reach one's teaching objectives. Microblogging is one of the latest Web 2.0 technologies.

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writing. Ebner, Lienhardt, Rohs, and Meyer (2010) concluded that microblogging can support learning beyond the traditional class through constant flow of information between students and students and teachers. Microblogging can be a useful tool for learning activities, especially in writing class.

English for Foreign Language (EFL)

English for a foreign language is a learner who learns English outside English-speaking countries. Yoko Iwai (2011) defined that English for Foreign Language (EFL) refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). Indonesia uses English as a Foreign language because in Indonesia the English language is set to be a second language.

METHOD

In this research, qualitative research will be used by the researcher and conducted by using a case study design to analyze the use of microblogging to elevate students' creativity in a writing activity. Microblogging is designed for the student to gain their creativity and how they avoid their anxiety in writing. To get an effective perspective, the researcher asks their opinion when they use microblogging where and seeing their process among posts or captions by students. Is microblogging effective to elevate their creativity in writing activities? (Maykut and Morehouse, 1994) defined that firstly, qualitative research interprets social actors' experiences, perceptions, feelings, and facts. Considering these principal components and common approaches to case study research, the definition from Creswell et al. (2007) appears to best capture the total depth and breadth of case ponder concepts and depictions. The creators depict a case ponder as "a technique, a sort of plan in subjective inquire about, an object of study and a item of the request" (p.245). The participants on this research were the students of SMK Kesehatan Bhakti Mandiri in Bogor. The researcher choose this school because based on observation, technology, and the internet were often used in the English teaching and learning process in this school, so the research would be easier to be conducted. Among some classes at the school, the ten-grade students were chosen by the researcher. Researcher choose 8 students. The participants were asked by researchers one by one concerning the implementation of the strategy. In this research, the researcher used questionnaires, interviews, and documents as instruments needed to complete the data of the research. This research focuses on the qualitative method, the data gained from questionnaires and interviews. The data were analyzed by using the theory of qualitative data analysis in different ways. the questionnaire was the first instrument that was used to get the findings, it will be supported by an interview that was analyzed by research question. Then the data were interpreted as the findings of the use of microblogging to elevate students' creativity in writing activities.

RESULT AND DISCUSSION

Student Perception on Writing Through Microblogging

The purpose of this study was to know the perception of the students on writing through microblogging. From the result, the researcher found some perceptions from the students about the use of microblogging in a writing activity. The questionnaire was used to find out student perception on the use of microblogging to elevate students' creativity in writing activities. Furthermore, interview result was used to support the validity of data taken from the questionnaire. Document analysis was used to show the significant impact of the use of microblogging in elevating students' creativity in writing activities. The first perception was the students agreed that microblogging was a media which had interesting contents that could increase their interests in writing activity. This perception was supported by Betta (2007) suggests that within an academic environment, microblogging can help construct community by offering people the capacity to persistently educate others on what one is doing, finding, or encountering. Most of them said that the content of the video was quite interesting and it can increase their interest more in learning English, especially in a writing activity. Most of the students agreed that writing through microblogging can attract students' attention in acquiring the language.

The second perception was the students agreed writing through microblogging could be used as media that can increase students' motivation. The perception was supported by Mills and Chandra (2011) also found that microblogging found a more positive outcome than conventional journaling with the pen and paper strategy, "observing that understudies composed around a point more as often as possible over a more amplified period when utilizing microblogging, driving to a more profound cognitive engagement . . ." (p. 37). Most of the students said that microblogging like Instagram is useful for them for some kinds of reasons.

The third perception was the students agreed writing through microblogging can increase students writing skills. This perception was also supported by Dhir et al. (2013), it turns out that microblogs have made the difference in the progress of students' writing, reading, comprehension, and creative skills. Most of the students said that the

students enjoyed during activity. Most of the students agreed that they always felt enthusiastic and enjoy when the activity was held. They also thought that writing through microblogging can improve their writing skill and elevate their creativity in learning English.

The Significant Effect of Writing Through Microblogging

Based on the findings, there are some effects after using microblogging. There is a student more creative in learning writing and student more interested in learning writing.

The First effect is student more creative in learning writing. 50% of students strongly agreed that microblogging can elevate creativity in writing. It is similar to a research study performed by Dhir et al. (2013), it was found that microblogging made a difference in students to move forward with their writing, reading, comprehension, and imaginative abilities. It indicated that teachers can use microblogging for teaching writing because microblogging can make students more creative in learning writing.

Another effect that students got after using microblogging is that microblogging was a medium that had interesting content that could increase their interest in a writing activity. it shows in 62.5% of a questionnaire that said writing with microblogging is interesting they strongly agreed that they were more interested in learning writing when they start to write with microblogging. Also, it is supported by an interview with students.

"become more interesting and very good also saves time" --- R1

"very good and interesting" --- R5

8 students were asked by the researcher and chosen randomly by their teacher to do a writing activity using microblogging to see what effect of using microblogging in writing. 5 of 8 students look enjoy using microblogging, they gain some creativity while writing through microblogging. They understand how using microblogging for writing, they pay attention to grammar, punctuation, and their creativity when using for talking about the self theme. the researcher conclude microblogging can improve writing creativity and can motivate students to learn writing English. And it is related to what respondents respond in questionnaire microblogging suitable with student need in writing. Even though it found some errors in her post, participants seem to enjoy her writing. Despite microblogging having some positive impact, they are trouble when you use microblogging as media for learning writing as sometimes people don't know what microblogging is, disturbed by signal and unsupported internet access. in their post the researcher found some grammatical error, punctuation error and capitalization error.

CONCLUSION

This chapter presents the conclusion of the study and suggestions of the study dealing with the use of microblogging to elevate students' creativity in writing activities which is employed in one of the vocational high school in Bogor. Based on the research findings and discussion, the researcher concluded that microblogging like Instagram can be used as one of the appropriate media in English class, especially in a writing activity.

This research focuses on student perceptions on the use of microblogging to elevate students' creativity in writing activities. rcher focus on the significant effects of Instagram captions as microblogging to elevate creativity in writing. This research focuses on student perceptions on the use of microblogging to elevate students' creativity in writing activities. This research is expected to find out what effect of the use of microblogging to elevate students' creativity in writing activities and to find out what student perception on the use of microblogging to elevate students' creativity in writing activities. The researcher found some perceptions from the students about the use of microblogging in a writing activity. The first perception was the students agreed that microblogging were a way to have interesting content that could increase their interest in writing activities. The second perception was the students agreed writing through microblogging could be used as media that can increase students' motivation. The third perception was the students agreed writing through microblogging can increase students writing skills.

The use of microblogging had a significant effect. There are some effects after using microblogging. There are more creative students to learn writing, and students are most interested in learning to write, teachers can use microblogging for teaching writing because microblogging can make students more creative in learning writing. Another effect that students got after using microblogging is that microblogging was a medium that had interesting content that could increase their interest in a writing activity. Despite microblogging having some positive impact, they are trouble when you use microblogging as media for learning writing as sometimes people don't know what microblogging is, disturbed by signal and unsupported internet access. in their post the researcher found some grammatical error, punctuation error and capitalization error so this is my correction of her post. Teachers recommend using a microblog for English learning, but if the microblog chooses, please associate the students' needs. It's better if writing microblogging is set to be a homework activity, then students can elevate their creativity while they doing that, they can find much inspiration to writing rather than do in the classroom. The teacher should tell them about microblogging so the main goal of learning will be accomplished. Most students agreed that microblogging is easy to use for writing. They also said microblogging is an interesting medium for learning English. In addition, can motivate them to write better and elevate their creativity. For those who want to conduct a similar study, another topic as the use padlet to eliminate students' writing anxiety might be one of the interesting topics to investigate.

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