“Storyboard That” Platform to Boost Students’ Creativity: Can It Become Real?

E Wahjuningsih1, A Santihastuti1, I Kurniawati1, U M Arifin1
1 University of Jember, Jl. Kalimantan 37 Jember

*merrynining@gmail.com

Abstract. The 21st century has urged teachers to be more creative in helping the students to understand the materials more easily. The vast changing of technology should have been able to make it even easier. Teachers should have been aware and take the advantage that technology can help them make the situation in the classroom more alive because their students belong to generation Z who cannot be separated from technological devices. However, there are only few teachers who know that integrating technology in the classroom can actually make the students more creative. It is due to the reason that there are not many teachers who are confident and have courage to integrate technology in the classroom or what technology they have to integrate. Therefore, this article tries to highlight the usage of “Storyboard That” as one of the platforms that can help the students to become more creative.

1. Introduction
The demand of integrating technology in the process of teaching and learning process has been raising nowadays. In Indonesia, all parts of those dealing with education, covering the government, society, parents and the students themselves also have the same demand. It is because the students’ ability in utilizing technology for their own or academic purposes has become the standard competence and one of the requirements to pass a particular level of education. From the parent’s and society’s point of view, they also require teachers to equip the students with life skills needed in their life and to work in the society where technology is badly needed in this era. It implied that students should be technologically literate to face the challenge of their future. The students themselves are actually eager to have a meaningful learning experience which are relevant to their daily life. Because they depend so much on technology and cannot be separated from the technology, it can also be said that they are influenced by technology. In this case, actually, teachers can utilize technology which has become part of the students’ life as the media to facilitate the teaching and learning process and can also help the teachers to answer the challenges demanded by the government, society and also students’ parents.

Besides utilizing technology in their classroom, teachers are also expected to adapt the usage of technology, adapt the process of teaching and learning, design and apply learning activities based on technology. It implies that teacher has more responsibilities in combining all the aspects from the point of view of student’s knowledge, bringing up-to-date changing into the classroom and enhance or renew their knowledge on technology as well. One of the platforms that a teacher can bring into the classroom to fulfilled all the needed factors is “Storyboard That”.

Storyboard that
“Storyboard That” is one of the digital platforms that both teachers and students can actually utilize to say what they think or what they feel of a certain situation in which those feelings of thoughts are expressed in the form of a comic. This platform is also said to be able to make the students have more confidence. Very often, students are not confident enough when the teachers assign them to
IOP Conf. Series: Earth and Environmental Science 485 (2020) 012095  doi:10.1088/1755-1315/485/1/012095

To help teachers make the the students have more confidence and become braver to express their opinion, they can assign the students to do something in written form. In this way, the students will not feel embarrassed if they make mistakes. Besides, the teacher can also assign the class to review the result of the story their peer make. One of the platforms that the teacher can bring into the classroom is “Storyboard That” which is a platform in which the students can express what they think or what they feel or express their opinion in the form of comic strip. In its website, it is affirmed that this platform in one of the story creators that can be utilized to make wonderful visuals and graphic organizer for creating a story in the form of digital comic. It is a wonderful visual tool because the students can create storyboard based on the scene, characters, and other features provided in this platform. Besides being able to be used to create wonderful and amazing comic, this platform can also be used to create graphic organizer because its features support this function. Rushton [1] affirms that “Storyboard That” is a useful platform to be used in school because it is suitable with the students’ need and what the teachers have in their mind. It is due to the available cartoon style and genres that can be created by utilizing this platform.

Shed [2] acknowledges that “Storyboard That” is a storyboard creator that is based on the browser and besides being able to be used to tell a story, it can also be utilized to explain a process, to show relationships between things, and also to show the passage of time. The users, including teachers and students, are assisted by this creator because they are provided various choice for the story that they will create. The users can have various layouts, scene or background of the story, different types of character, textables and props that all of them can be poured in the story they create. Those features can also be edited so that the story can be the one the users want to appear.

Shed [2] also states that “Storyboard That” has some advantages, namely: 1) can create student-centred learning situation and students choice. This statement is obvious because when the students are assigned to create their story by using “Storyboard That” platform, they will be in a student-centred learning situation because it is going to be the students who are very much involved in the teaching learning because it is them who will create the story based on the theme given by the teacher. In this case, the teacher becomes the facilitator to monitor what the students are doing and gives help if it is needed, 2) can be used to teach different standard in a variety of content areas.

In term of the areas that can be covered by the usage of this platform, Rushton [1] confirms that this platform is clearly beneficial for traditional arts subjects such as History and English. However, it can also be very useful for other parts of the curriculum such as by assigning the students to create a storyboard for a play in Theatre or Drama classes or to create a short film in the class of Media. It can be done by both teachers and the students, where the teacher provides the students the scenario, and assign the students to fill in the dialogue. This platform can also be used for the science subject because of the availability of the feature of “science” in this platform. Biology teachers can also utilize this platform because there are some animals in the “character” feature that can be used in the story. Therefore, it is obvious that this platform can be beneficial for teachers teaching different content areas, 3) can be used to engage students from different age group, abilities and interest. In term of different age and abilities, Shed [2] mentions that “Storyboard That” platform can help a 6th grade student who is studying French create a storyboard in French which is then continued by making a recording of himself pronouncing the French words used in the story, 4) to facilitate communication, collaboration, critical thinking and creativity. This advantage can be obtained when teachers assign the students to create a story in a group, because when students have to be in groups, automatically they will communicate and collaborate with their mates in the group. In doing the task in group, the process of critical thinking occurs because they have to think of what they have to express in the story which is suitable with the theme given by the teachers. When they have finished creating their story, then creativity is achieved. It is in line with the statement given by Licciardi [3] who mentions that one of the forms of creativity is novel or short stories. In term of “Storyboard That”, the students are creating a story in the form of comic which includes the requirements of creative writing namely: vivid setting, plot, character, and also dialogues.

speech in front of their friends although actually they are good enough at the subject. It happens because they often feel nervous in doing something orally because they think that the audience will notice their mistakes which will make them feel embarrassed.
2. Methods
This mini research was conducted in one of the classes of the subject of Technology Enhanced Language Learning. This subject has 3 credits which is conducted in 150 minutes. There are 45 students in this class. The class is conducted in the Language Laboratory of English Department of Faculty of Teacher Training and Education, Jember University. It is an ideal place for them to have this subject because there are 45 computers in this Language Lab. Therefore, all students can follow the class by using the computer available in this room.

When the topic of “Storyboard That” was conducted in the classroom, first of all it is the lecturer (the researcher herself) who gave the example of how to deal with this platform. She made the students familiar with all the available features. She also gave the example of how to create a story by using some of the features found in this platform. After all the steps or the features are clear for the students, then, it was the turn for the students to try to create their own story by using the available features.

Before creating a story by using the features found in this platform, the students first had to think of what they had to create. They had to think about the characters, the setting and also the dialogue that the characters are uttering. Therefore, some of them were found to have written down the plot of the story on a piece of paper before writing them down in the platform. When the students were in the process of creating the story, the researcher observed the students and gave assistance when it was needed.

Because it was the first time for them to know the platform, then the students spent most of the time to explore all the features in the platform to know what they could find in a particular feature. Therefore, when the time was over, many of the students could not finish what was assigned to them. The researcher then instructed them to finish writing down the story at home but it had to be finished before the next meeting. The students had to send the story to the whatsapp group of this class to make sure that everyone could finish doing the assignment before the following meeting.

3. Results and Discussion
These are the examples of the result of comic produced by the students by utilizing “Storyboard That”
During the teaching of learning process done by utilizing this platform, the researcher also tried to observe what the students did and made some notes on them. The following are the result of what was observed. The indicators observed and the information on those indicators are presented below.

**Table 1. Students’ Activity in the Process of Learning by Using “Storyboard That” Platform**

| No  | Students’ Activities                                      | Done | Not done |
|-----|-----------------------------------------------------------|------|----------|
| 1.  | Paying attention and Answering Question                  | ✓    |          |
| 2.  | Observing the steps of utilizing the platform            | ✓    |          |
| 3.  | Paying attention on the instruction given                | ✓    |          |
| 4.  | Being enthusiastic in utilizing Storyboard That platform  | ✓    |          |
| 5.  | Paying attention on the steps of utilizing Storyboard That platform | ✓    |          |
6. Being active in the process of creating the story by using Storyboard That platform √
7. Being active in preparing the dialogues presented in the story √
8. Discussing with their friends in creating the story by using Storyboard That platform √
9. Presenting the result of the story created by using Storyboard That platform √
10. Paying attention on the feedback given by the researcher √

Based on the information in Table 1, all students paid their full attention when the researcher showed them the features provided in the platform. It is probably because it is a new platform for them. When the teacher asked them about any platform they knew in creating story or comic, some of them can mention some other platforms but none mentioned “Storyboard That”. Therefore, they paid their full attention because they were curious about the newly known platform. However, when it came to the point of asking questions, not all students ask questions because some of the same questions were represented by their friends’.

The second point is observing the steps in utilizing Storyboard That. Once again, because this platform is still new for them, it is quite understandable that all of the students fully observed the researcher when she showed them the steps of how to create a comic based on the features. However, because they belong to Gen Z, they are curious enough to explore some of the other features before they were explained by the researcher.

The third indicator is paying attention on the instruction given. In this case it is the instruction given by the researcher when the students had to create their own story. Although some of them were noisy at the beginning of the time the researcher gave them the instruction, but they finally could understand what the instruction was.

In term of indicator being enthusiastic in utilizing the platform, it happened when the students were in the process of creating their own story. All students were very enthusiastic when they explored all the features and the bubble available in their effort to create their story. They try to find the most suitable feature for the story that they tried to write.

Paying attention on the steps of utilizing the platform. From the observation done, it can be seen that most of the students paid attention on the steps of creating story by using “Storyboard That”. Only few students asked further questions to the researcher. While the students were creating their stories, the researcher went around the Language Laboratory to find out whether the students had any difficulties in finishing what is assigned.

Being active in the process of creating story by using this platform. It is very obvious that the students were active in creating the story. It can be seen from what happened in the classroom that none of the students did nothing. All students tried to create their story and tried to find the components needed for their story based on the features available.

Being active in preparing the dialogue. The researcher also noticed that most of the students tried to prepare the dialogue before they create the story by using “Storyboard That” platform. Some of them made the mind mapping of the story, some others wrote down some of the words needed in the dialogue. When the students could not find the words that they needed for the story, they asked their friends or contacted the dictionary.

Discussing with their friends in creating the story by using “Storyboard That”. While creating the story, the students were allowed to ask their friend to help them when they had any difficulties. It was done because the researcher wanted them to be more independent by not always asking the researcher about those steps.

Presenting the result. It was done in the second meeting when the researcher asked the students to present the story they created at home as the continuation of what was started in the face-to-face
meeting. In this presentation, the students also told their classmates the reason why they created their story.

Paying attention to the feedback given. Before giving the feedback, the researcher asked other classmates to give feedback on their friends' story. It was to know how far the students can think of other story created by their friends. The feedback or comment can be in the form of comment on the sentences, or even the story. Only after that did the researcher gave the feedback.

Creativity

Creativity is considered to be important for the students living in the 21st century because it belongs to one of the 4Cs needed in the learning. Naiman [4] mentions creativity as pouring the imagination to become a real thing. To be able to be creative, learners should do the thinking of what they are going to pour to produce the real thing. After thinking of what is going to be created, the students should create something. In other words, they have to produce something.

In this mini research, the researcher asked the students to pour and express what they think of something and write them down in the form of comic. It was done by utilizing the “Storyboard That” platform. All of these were intended to make the students more challenged, more student-centered, and enable them to collaborate with their peers.

4. Conclusions

Based on the result of the research and the result of the observation, it was revealed that the “Storyboard That” can really make students become creative by giving them a chance to create comic which is based on what they think and what they feel then pour them in the form of comic.

It has the implication that the students can create comic which is different from the one that their friends produce. Therefore, in term of the topic assigned by the researcher, the researcher as the teacher could have some different results instead of only one answer. The class was also assigned to give any comment which gave them a chance to be more independent.

References

[1] Rushton, S (2016), Review : Storyboard That., Retrieved at: https://www.brightcarbon.com/blog/review-storyboard-that/
[2] Shed, M., 2019., Storyboard That: an Exciting Edtech Tool that Just Got Even Better, Retrieved at : https://www.emergingedtech.com/2019/09/storyboard-that-exciting-edtech-tool-just-got-better/
[3] Licciardi, (2018), What is Creative Writing? Definition, types and Example, available at https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html
[4] Naiman, L. 2019. What is Creativity². https://www.creativityatwork.com/2014/02/17/what-is-creativityhttps://www.storyboardthat.com/education/learn-more-about-classroom-edition