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Teaching Writing by Using Glogster Application

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Article Info	ABSTRACT
	Writing tasks seemingly becomes high prerequisite for students in university or college. The importance of feedback and learning media is the main thing. This article is aimed at: 1) finding the use of Glogster application in writing; 2) finding the strength of Glogster application in writing; and 3) finding the challenge of Glogster application in writing. Classroom observation research is used as the method in this article, which straightly observe teaching process, takes notes, and/or codes instructional performances in the classroom. Glogster is a helpful platform for presentation and interactive learning since it combines text, pictures, videos, music in one place. This application works in some steps where firstly the user has to register on the website to create the glogster account. Then, he can choose countless templates, as he desires. The template can be freely edited and attached by pictures or videos. The users can also share this glog with friends or teacher to get the comment/feedback. As positive outcome, this application motivates the students to even re-write his task due to unintentionally deletion. Most of the experimented students revealed positive insights of Glogster and supportive learning distinguished instruction learning experience. The combination of multimedia and web tools offers flexibility in learning and improves the reading skills, the learning strategies, internet search words, as well as comments comprehension. On the other hand, user only can use freely for 7 days and has to pay to get the premium feature for prolonged use. The students definitely should provide themselves with the devices such as computers or laptop. The stabilized internet connection surely plays important role. These needs are vital to concern in reaching the best result of teaching and learning activities as well as facing the digital era of technology. .

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1. INTRODUCTION

Writing is the ability to put ideas into a written form. This ability grow advanced as the level of education gets higher. Advanced writing skills are essential feature of academic as well as of successive work-related performance (Kellog & Rauelrson, 2007). It means that effective writing skills are crucial both in higher education and in the following working environment. The higher urgency in writing is making our writing sound and look academic as mostly university students face. Essays and final projects, which have never been easy tasks, are typical requirement for them to finish the study in a college or university (Ariyanti, 2016). It means that writing seemingly becomes high prerequisite for students.

Unfortunately, students sometimes face problems in writing activity. English language learners do not use invented spelling and their written texts are limited only to familiar words. The present tense is the only tense used in their writing. The students' writing is hard to understand because of the poor-structured sentences in composition. Students are unenthusiastic to share their work with other students and they do not get the appropriate criticism. When the learners read their writing aloud, they could not decide whether it is right or wrong (Adas & Bakir, 2013). Besides, the teacher may not cope with the use of media. The teacher is

not familiar to using the media such as laptop, computer, projector, etc. and favors using old style teaching to the new one. Thus, that factor causes writing activity becomes monotonous (Riswandi et al, 2018). It is seen that it is important for students to get feedback, which can be done by sharing their works. The media also take an account to the student's writing activity.

The teacher or lecturer in fact may apply interesting media to support students' activity in writing. In this digital era, technology-based media is so much preferable. One of them is Glogster application. Glogster is one of Computers Assisted Language Learning. Glogster is a cloud-based platform for presentation and interactive learning. The users can combine all kind of media (text, image, video, music) on a virtual piece (https://support.glogster.com/support/solutions/articles/5000598859-what-is-glogster-with-official-video-). Glogster reassures interactive, collaborative, and digital learning.

This application offers various uses. Teacher and student can use this application for such as:
a. Writing assignments
b. Writing poems
c. Publishing play or dialogue performances
d. Using English songs and writing lyrics
e. Writing best quotes, jokes, thoughts, and feeling
f. Writing grammar rules and examples
g. Learning vocabulary

Students can write anything about themselves, friends, school, food, and many more. To do so, the website provides countless designs/template to choose. Students can also add images. They can add the picture of favorite celebrities, cartoons, characters. Furthermore, students can upload or embed videos to their Glog. They can be videos of presentations, performances, and many more. To add more attractive element, users can also add music or audio files (Rhalmi, 2010 in https://www.myenglishpages.com/blog/creating-interactive-posters-with-glogster/). In sum, this application offers a multimedia learning tool. In line with this discussion, this article has some purposes namely: 1) finding the use of Glogster application in writing; 2) finding the strength of Glogster application in writing; and 3) finding the challenge of Glogster application in writing.

2. RESEARCH METHOD

Classroom observation research is used as the method in this article. It is a method of straightly observing teaching process, which the observer taking notes, and/or coding instructional performances in the classroom or from recorded activities or lessons (Pianta, et.al 2007 in Hora & Ferrare, 2013). This method involves the steps namely: 1) The pre-observation briefing purposes simply to know what an observer will be focusing on during the class. In this case it is the use of Glogster application in teaching writing; 2) Classroom observation in which an observer make notes based on the items discussed at pre-review briefing; 3) The post-review de-briefing which is better conducted only within a few days of the class observation to keep the information well memorized. 4) The final report which provides a synopsis of what was argued in the pre-review briefing. It may also attach a summary towards what has been covered in the report and recommendations for the future teaching (Hadingham, 2010). The writers also take benefit from the research discussing about the result of organizing the written text. They are used to strengthen this idea of using Glogster application to stimulate students' initiative in writing.

3. RESULT AND ANALYSIS

Before using this application, we should firstly register to create an account. Go to the website https://edu.glogster.com/ then simply write our e-mail address and password. Once we have succeeded in making the account, we will come to this page:
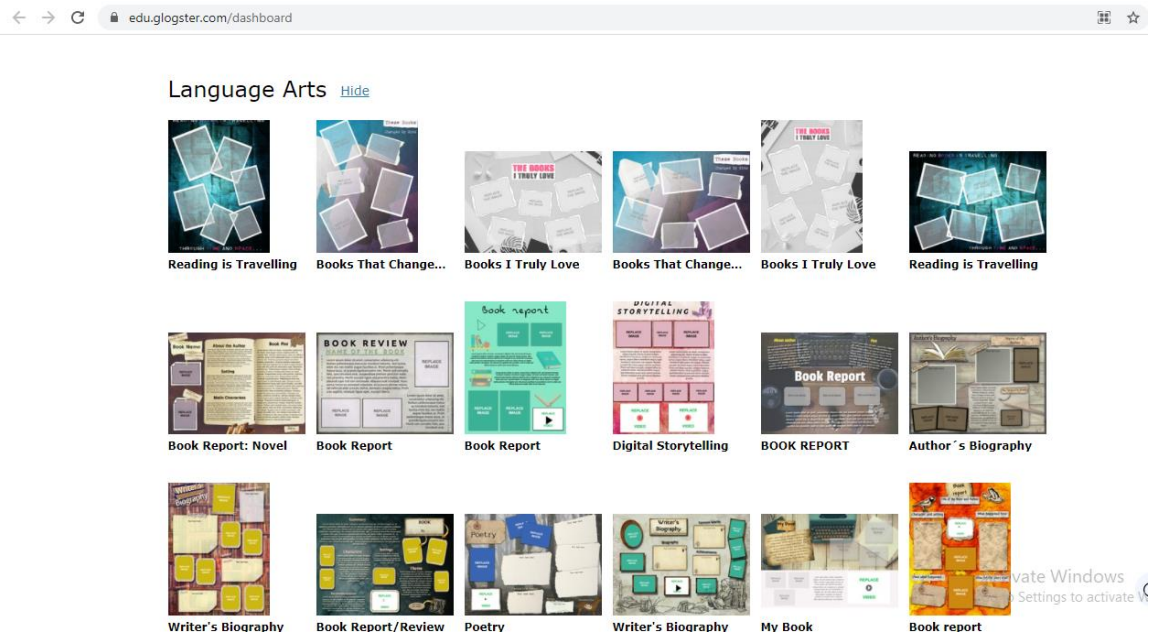
Figure 3.1 The Templates in Glogster

As stated previously, this application offers various templates for the users range from social studies, math, art and music, science, language art, and many more. It is also possible that the user create his own template. Here we will try the "language art" template.
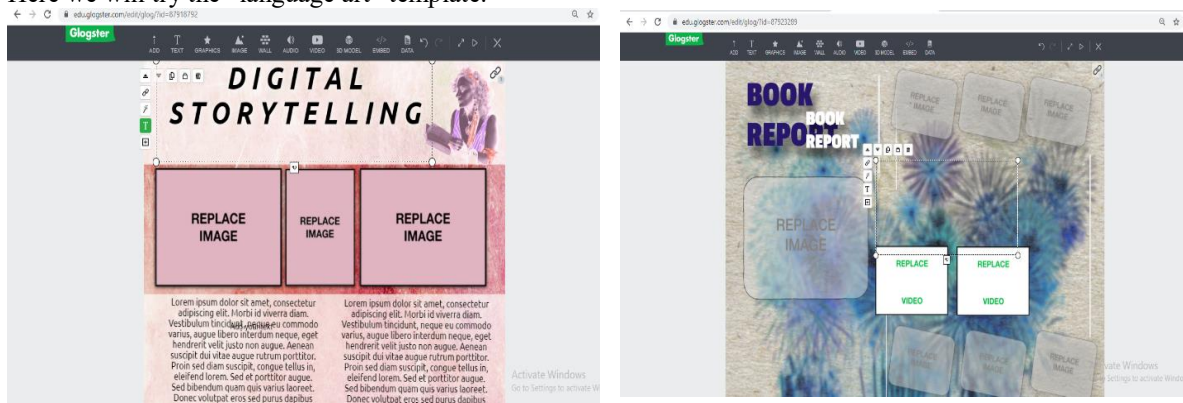

Figure 3.2 Some Templates Example Can be Used in Writing

Here we choose the template of "digital story telling" to write recount text. It is seen that this template provides many spaces to write. User can also insert pictures or video related to what he writes. Since this is a recount text, user can attach the pictures or videos about his experience.
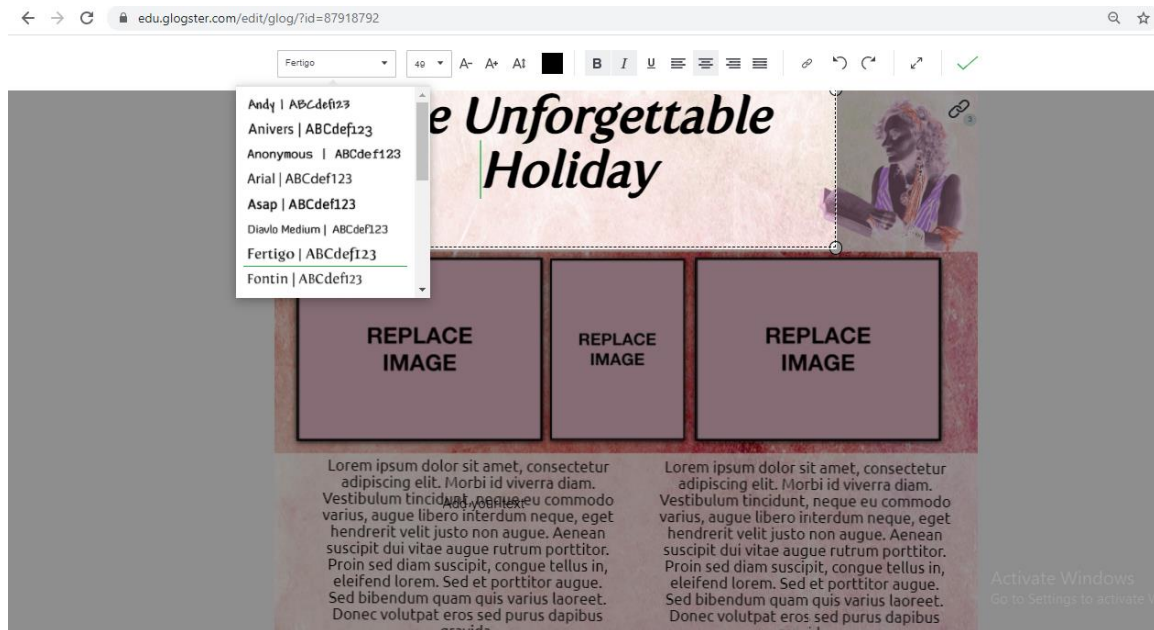
Figure 3.3 Writing in the Template

User can change the title by clicking the symbol "T" on the left side. The font can also be edited similarly to Ms. Word. It means that user can edit the font type, font size, font color, the position of the text. Here, the title is "The Unforgettable Holiday." It shows that the user will tell about his experiences in his holiday.
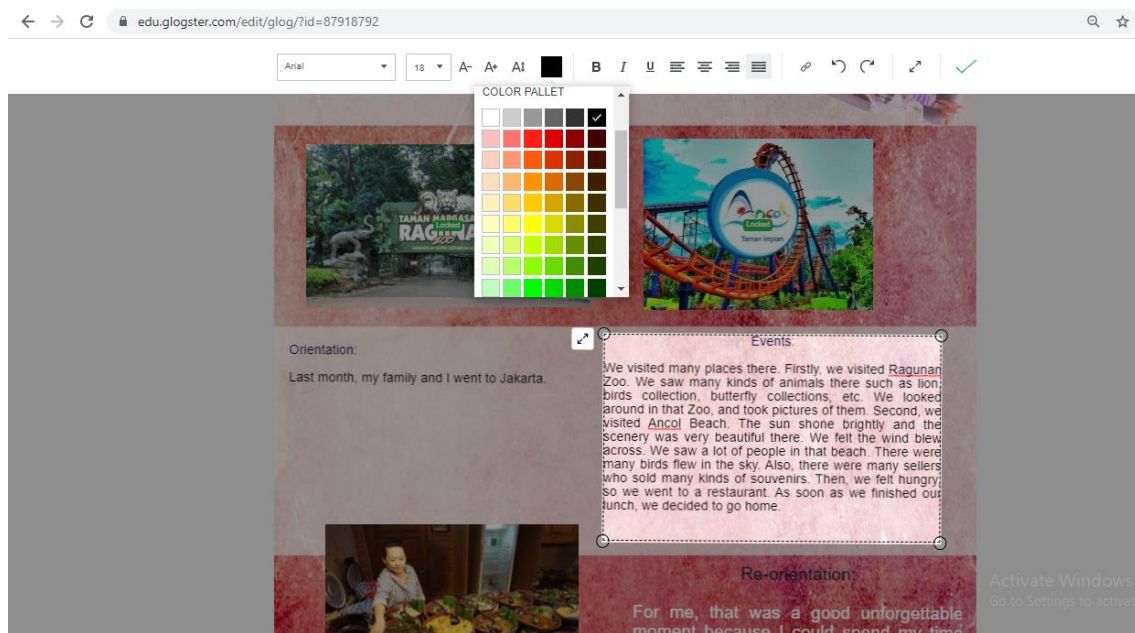

Figure 3.4 Editing the Template

As we know that recount text has the generic structure of orientation, events, and re-orientation. Here, the user divides these elements into three different spaces in the template. So, user can write freely about the content of each element in the provided space. As we can see that the writing space also provides the editing features. User can also lock the editing once he has ensured to the content and format. The font can also be edited as interesting as possible. User can change the font color as well to make it more eye-catching.
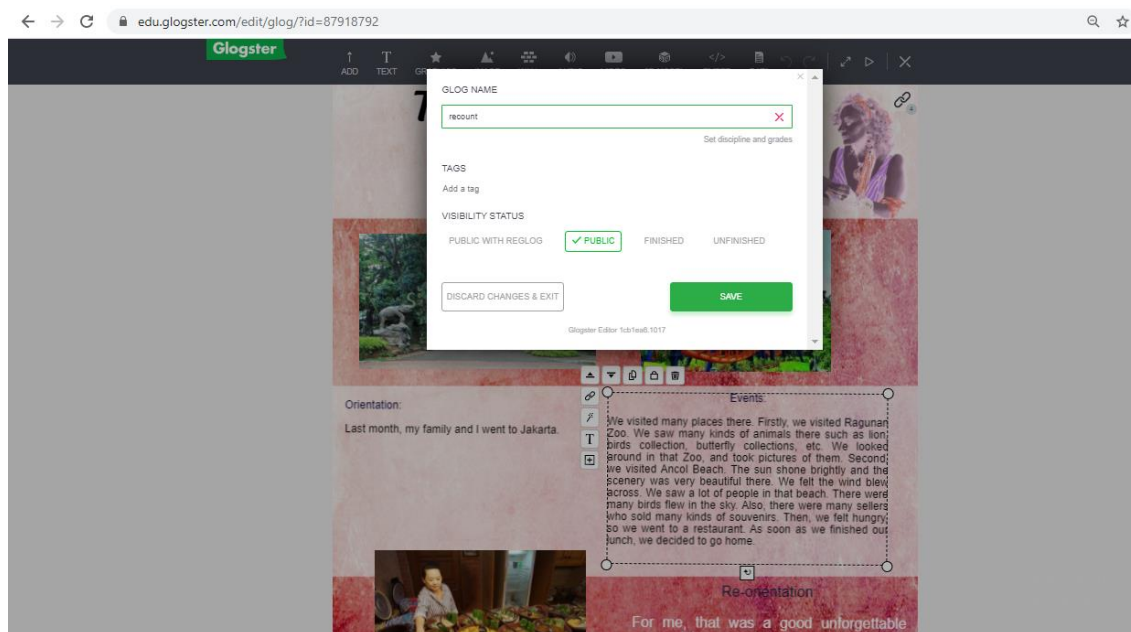
Figure 3.5 Saving the template

Once the user has finished writing his glog, he can save and rename it. In the end, this will look like an artistic poster. He can also choose whether he wants it as "Public", "Finished", or "Unfinished."
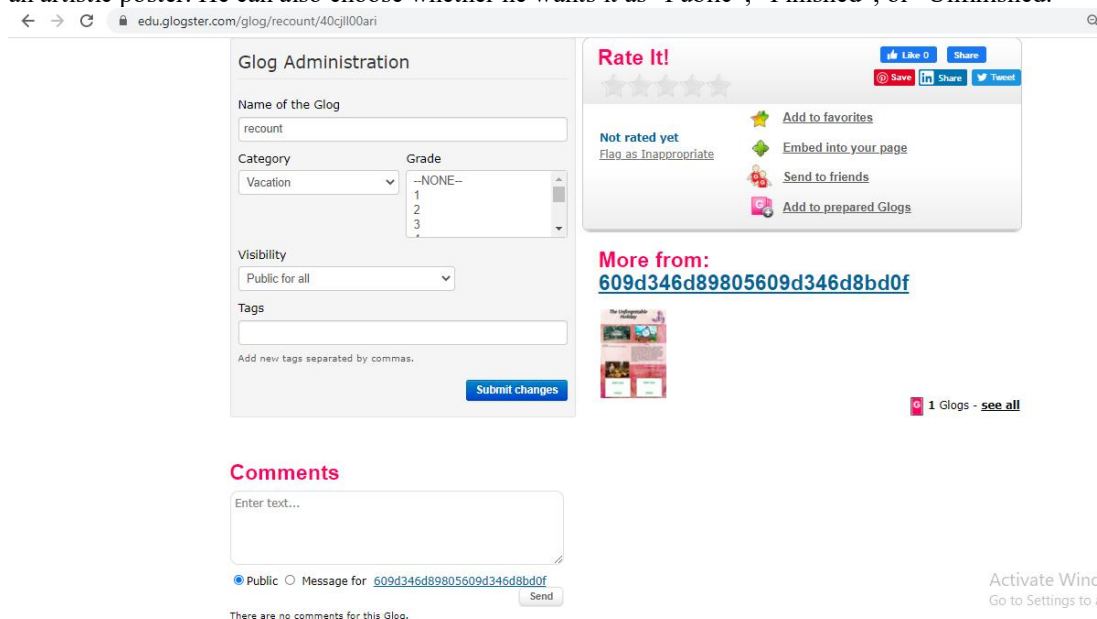

Figure 3.6 Sharing the Template

By using this feature, user can share the glog with others. The other user also can give feedback in the "comments" box. This will cover the need for feedback in students' writing activity.

Some positive results are revealed by the use of Glogster in learning activity. This application stimulates the students' creativity in writing and designing the glogs. It is supported by Alba et.al (2014) state that the use of the Glogster motivates the students even that one student was excited to re-write his work when it was deleted. These students tell that using "out of the box" resources on the Internet encouraged them to read and to write more. This application also motivates the teacher to conduct an enjoyable writing activity, as stated by Awada & Faour (2018) that a majority of experimental teachers reported that most of their students revealed positive insights of Glogster and supportive learning distinguished instruction learning experience. The students expressed great satisfaction with the amount of work, ease of conducting the project, and the choices they were given to present their products. Very few (n=2) reported that some of their students did not enjoy the Glogster model. This application further integrates students' skills in one media.

As reinforced by Devi (2019) that appropriate combination of multimedia and web tools offers flexibility in learning and improves the reading skills, the learning strategies, internet search words, as well as comments comprehension. Learners also have the chance to explore web tools, create their ideas, and write the glogs. Overall, this application is a helpful media when the students and teacher cannot conduct a face-to-face class meeting.

On the other hand, this application does not permanently offers free use. User only can use freely for 7 days and has to pay to get the premium features for prolonged use. The availability of the hardware and software also needs concern. The students should provide themselves with the devices such as computers or laptop. Since it is an online activity, the stabilized internet connection surely plays important role in this case.

4.   CONCLUSION

Glogster is one of one of Computers Assisted Language Learning, which may be supportive in writing activity. It is a cloud-based platform for presentation and interactive learning since it combines text, pictures, videos, music in one place. The user has to register on the website to create the glogster account. Then, he can choose countless templates as he desires. The template can be edited and attached by pictures or videos as the user wishes. The users can also share this glog with friends or teacher to get the comment/feedback.

Glogster application exposes constructive impacts in writing activity. This application stimulates the students' creativity in writing and designing the glogs. This application also motivates the teacher to conduct an enjoyable writing activity. This application motivates the students to even re-write his task due to unintentionally deletion. This application further integrates students' skills in one place.

Unfortunately, user only can use freely for 7 days and has to pay to get the premium features for prolonged use. The students should provide themselves with the devices such as computers or laptop. The stabilized internet connection surely plays important role, since it is an online activity.

Therefore, further researchers are highly expected to take concern on those things. They need to consider about the prolonged use of Glogster application that he may find promoters or supporters willing to help in funding particularly for the students. It is also needed to ensure about the availability of both hardware and software. In the end, the parents and institution should concern about these needs in reaching the best result of teaching and learning activities as well as facing the digital era of technology.

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