USING CLOGSTEREDU PRESENTATION IN WRITING SLAM POETRY COLLABORATIVELY IN ENGLISH CLASS

Faradiba
Universitas Negeri Malang
meiruku@yahoo.com

Lina Satriyani
Universitas Negeri Malang
linasatriyani@gmail.com

Abstract

Poetry can offer a wide range of language learning opportunities to EFL learners if it's taught interactively and linguistically. Poetry is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language that building up a cultural competence of the students. Slam poetry gives the students opportunity to write a poem independently. The process of organizing a slam also develops many soft skills. By stressing enjoyment, and presenting slam poetry through media of Glogster EDU and methods that provide maximum student involvement and interest, not only language learning can be facilitated, but learners at all levels can use the medium of poetry to express themselves in the target language. This paper describes the process that Senior High School EFL Learners went through in using Glogster EDU presentation in writing slam poetry collaboratively. By exploring the potentials and challenges, the result indicated that this study takes an interactive and collaborative approach through Glogster EDU and describes how poetry can be used to promote cooperation and communication as well as individual expression in the EFL class. In addition, the study also revealed challenges in the application of Glogster EDU which include the confusion in the implementation on the part of the students, and some technical problems.

Keywords: Poetry, slam poetry, collaborative writing, Glogster EDU

1. INTRODUCTION

The traditional view of poetry is one of the most sophisticated forms of literary and linguistic expression. English language learners need to be exposed to a variety of genres in the language classroom (Vardell, Hadaway & Young, 2006). When considering poetry for students, many teachers may assume that students learning English are not ready for it because of its metaphorical language and often culturally-specific content. Most authentic poems are very difficult to understand, even for native speakers, as their meaning is rarely overt and their use of language is idiosyncratic.' However the use of poetry in the writing class can provide an effective and collaborative means of language learning and of personal expression.

Slam poetry gives the students opportunity to write a poem independently. Slam is an excellent way to get students writing because the slam format is open to all types of poetry. There is no correct or incorrect to do it as long as it expresses personal story or experience in an intensely emotional style. Slam engages students as young people with the power of the written and spoken word. The process of organizing a slam develops

many soft skills too; confidence is the most obvious one, but slam also develops teamwork, critical discernment and self-expression.

Collaborative learning has been widely implemented in the language classroom. The term, 'collaborative learning' is generally perceived as joint intellectual effort by individual members of each group or students and a teacher, and it is the mutual engagement of group members in a coordinated effort to complete a particular learning task (Lai, 2011). Commonly, in collaborative learning, students work in groups of two or more students in which they mutually share knowledge and linguistic resources, negotiate with others, and create a joint product. In other words, collaborative learning involves knowledge and linguistic resource sharing, mutual engagement, negotiation, and a jointly completed product.

According to Jacobs (2006), collaborative work can be defined as pair or group work. In a process based writing activity, collaboration in writing means that two or more students write together. They are encouraged to collaborate throughout the process of writing. Such collaboration means that students are jointly responsible for composing a text (Storch, 2005). This joint text production by two or more student writers paves the way for "the joint ownership of the document produced" (Storch, 2011, p. 275).

Recently, Internet provides many multimedia tools or online applications in teaching and learning. One of them is Glogster EDU.Glogster EDU is an online learning platform which provides users with digital educational content and a tool for its creation. It is mainly used by educators and students for interactive, collaborative education. The program aims to allow teachers to be able to access digital educational content and create projects, presentations and assignments, grade students' work and communicate with students online. Glogster EDU enables users to combine videos, music, sounds, pictures, text, data attachments, special effects, animations and links in a Glog interface. The platform also includes drawing tools allowing teachers to fully supervise students' activities, access them and determine which Glogs go public while creating an online digital encyclopedia educational content. Students can process given tasks and school topics and present their knowledge.

This paper also introduces a teaching procedure that will start with pairing students in order to create a theme-based collaborative slam poetry about a certain theme. Based on their writing, they will create Glogster EDU presentation then the students will demonstrate content of their slam poetry by choosing art, photos, sound, quotes, recorded video and so on to create a multimedia presentation based upon their understanding of their slam poetry. Finally the students will perform their poem in front of the class while displaying the Glogster EDU presentation.

In a conclusion, with the application of Glogster EDU and collaborative writing, it is expected that writing slam poetry can be more interesting and challenging for the students. The students also can build and develop their critical thinking skill in related to improve their skill in writing. The current research aims to examine the potentials and challenges of using educational tools, especially in supporting Indonesian EFL students' critical thinking in collaborative writing. We used the revised version of Bloom's taxonomy to classify and analyze students' writing products which reveal their cognitive process dimension from lower order thinking skill to higher order thinking skill. Based on the revised version of Bloom's taxonomy, the students' postings were classified into: (1) remembering (2) understanding (3) applying (4) Analyzing (5) Evaluating, and (6) Creating (Anderson & Krathwohl, 2001: 67-68). The present research is based on our investigation in using Glogster EDU presentation in writing slam poetry collaboratively supported by students' perception toward the use of online Glogster EDU in English writing class. The research questions is proposed, namely:

1. What are the potensials and the challenges in the application of Glogster EDU presentation in writing slam poetry collaboratively?

2. REVIEW OF RELATED LITERATURE
A. Benefits of using poetry in language teaching
"A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme" (*Collins Cobuild,* 2001). Poetry can pave the way for the learning and teaching of basic language skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. There are some learning benefits that can be derived from studying poetry:

- The appreciation of the writer's composition process, which students gain by studying poems by components
- Developing sensitivity for words and discoveries that may later grow into a deeper interest
- Providing readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary,
- Triggering unmotivated readers owing to being so open to explorations and different interpretations,
- Evoke feelings and thoughts in heart and in mind,
- Making students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Moreover, poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture.

B. Traditional poetry vs slam poetry
Traditional poetry consists of many different forms and styles that have a specific format and a specific set of rules that must be followed. Some of the popular and more known forms of poetry include Shakespearean sonnet, villanelle, haiku, and senryu. With traditional poetry there is usually a specific meter, rhyme scheme, syllable count, style, or form that you have to follow. This type of poetry is usually harder to write than free style poetry.

One of traditional poetry is haiku. The essence of haiku is that it captures a tiny moment in nature. Pure haiku is 17 syllables long.

Line	Syllables	Example
1	5	On the lily pad
2	7	a frog jumps: the old, still pond,
3	5	the sound of water.

Slam poetry is a type of poetry expressing a personal story usually in an intensely emotional style (very powerful, sincere and moving). Slam poetry is an increasingly more popular form of poetry and one that is gaining recognition in academic poetry publications and contests. However, slam poetry has been popular since the early1990s. Slam poetry, a blend of literature and performance that culminates in live competitions called slams, is transforming the students from reluctant, shy, or diffident learners into passionate artists. It is helping teachers not just teach writing but also build confidence. For students, writing slam poetry offers a chance to focus on feelings and hone identities and an opportunity to

learn how to express themselves more powerfully. Slam is an excellent way to get the students writing because the slam format is open to all types of poetry. Below is example of slam poetry which starts with simple idea.

> *I am me.*
> *The person who I am is the person that you see.*
> *You can see me from what I do.*
> *I have my own ways, and my own style.*
> *I'm living my life and I'm proud.*

C. Glogster EDU

Glogster EDU is a tool to create online multimedia "posters" that can incorporate all types of elements into a visual space: links, images, text, videos, music, and more. Your students will have multiple ways to express themselves and to learn from each other, making it easy for you to differentiate and engage each student. See examples of glogs right on the home page to envision the possibilities.

The EDU community offered by Glogster is designed to alleviate the problems of inappropriate content and contact with "outsiders" not welcome in your class electronic community. The EDU area provides classes advertising-free glogs and easy teacher monitoring of student work. Students can comment and interact within a "gated community" with education-friendly options for collaboration and learning. Translate 20th century "visuals" into the 21st century using Glogster EDU, extending your students' intellectual reach and mastering the media to incorporate new technologies and richer messages.

Glog as a teacher and student tool
- A Glog can contain whole teaching units, including text, linked video, and audio
- A Glog can link to resources or assignments stored on the internet
- A Glog captures student's excitement, and engages their learning
- Glog stimulate creative self-expression
- They provide a rich multi-sensory outlet for expression
- They are fun and imaginative, and stimulate integrated learning experiences

How to use glogster
1. Internet connection is needed in order to log in or set up accounts for your entire class on http://edu.glogster.com. This is a safe, monitored platform where each student can create their own glogs.
2. Students may use different formats and basic layout to write their stories:
    - Text
      Students can tell what they think about themselves, about whatever they want: friends, school, the world. They have simply to write what they have in their mind. For example, students may want to write poems, jokes, greetings, love letters, grammar rules, summaries, lessons. To do so the website offers a set of designs to choose from.
    - Images
      Students can add images. Images of celebrities, cartoons, characters, glitters, art. Students may just add them to their glogs. Choose the best of your own pictures or the pictures you got from the Internet. Just add them to your Glog and make it fancy.
    - Videos
      Students can upload or embed videos to their Glog: videos of their presentations, performances of dialogues, videos of their favorite things

- Music
  To make texts and pictures more attractive students have the possibility to add audio files.

D. Collaborative writing

According to Jacobs (2006), collaborative work can be defined as pair or group work. In a process based writing activity, collaboration in writing means that two or more students write together. They are encouraged to collaborate throughout the process of writing. Such collaboration means that students are jointly responsible for composing a text (Storch, 2005).

In process based writing, collaboration provides students with some benefits throughout the process of writing. The benefits are sharing knowledge and giving feedback, when students generate ideas, they can pool ideas together, and they receive immediate feedback from their peers within the group. The other benefits are awareness of social responsibility or collective scaffolding and developing critical thinking of the students.

Teaching procedure in implementing collaborative writing

Before starting the procedure in writing collaboratively, at first the teacher gives theme or topic of slam poetry. Next the process of writing starts from Pre-writing activity.

Pre-writing activity
Forming groups by choosing partner

Before forming the group the first thing to be considered is the group size. In collaborative writing the writers tend to have group of two or pairing. The next step is the teachers or instructors have to decide whether to have students choose their own partners or be assigned one at random. As Widodo (2013) said groups can be formed based on a teacher decision, a student preference, a mixture of genders, a mixture of student proficiency level in language and writing, or a shared writing topic or interest. Widodo (2013) recommended for the teachers to facilitate students to form groups so that the mutual agreement about composing together can be reached through negotiation between teacher and students or between individual members of each group. In this research the writers formed the students pairing group based on teacher decision in order to prevent homogenous pairing and a teacher may have a better idea of which student would complement or be more compatible with another.

Collaborative idea generating

The next step after the students having partners is giving the students a chance to activate their prior knowledge and find out all information they need to gain. This activity is also called brainstorming. In groups or pairing, students can brainstorm any ideas that they have in mind and share such ideas with one another. There are some techniques can be used by the students in brainstorming, they are listing, outlining, clustering, or free writing. In short, this phase gives the students a chance to stimulate their thinking and allow them to create and organize ideas in a clear order collaboratively (Rao, 2007). After the teacher giving the topic or theme of the slam poetry this step can be done by the students in their pre-writing activity.

While-writing activity
Collaborative drafting

Write the draft of slam poetry together by having outlines of clear ideas. This ensures that it doesn't adopt one person's voice, or multiple voices. A good strategy for drafting the writing together is to select your best typist or two to be the primary drafters. Then, everyone else can sit around the drafter and "feed" the person sentences. Write the

document together so that it doesn't adopt one person's voice or switch between multiple voices. In this activity, there are two options for teachers: asking students to sit together and compose a slam poetry collaboratively using handwriting or asking them to sit together at the computer, and they type a piece of writing on a word processor. Regardless of the option chosen, teachers will ask students to sit together and compose a text together. In this step the writers gave the students freedom to choose the most comfortable ways of drafting between the two options above.

Giving feedback collaboratively

Feedback is believed to help to student's writing development. Feedback can be done by teachers, by students or both. In this collaborative writing research the feedback was given by the group members or each partners if they have more problem they could asked the teacher for the feedback.. Feedback is commonly focused on content, organization, vocabulary, grammar and mechanics. Peer feedback has been advocated in several studies for a number of benefits. For example, Hyland (2000) mentions that peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. Peer feedback plays a pivotal role in "increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Moreover, using peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. Other advantage of peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills.

Revising and editing drafts

The next step is revising and editing the drafts that they have made with the partners. In the collaborative process based writing classroom, revising and editing also plays a crucial role in the text producing process (Shin, 2007). It commonly deals with local issues of writing (e.g., incorrect spelling or inappropriate grammar). As a rule of thumb, editing is regarded as the last writing task that students need to do so as to complete the final draft after they produce multiple drafts and receive feedback from their peers and teachers. In short, the goal of editing is to check minor mistakes in grammar, vocabulary, and mechanics without changing substantial ideas before students submit their final drafts to teachers for process assessment.

Post-writing activity

Widodo (2013) claims that if students have revised and edited their final drafts, a teacher should start assessing the students' drafts and if students have carried out the entire collaborative process based writing activities, they are asked to reflect on what they have learned during the entire writing process. This reflective activity can encourage students to self-evaluate their strengths and weaknesses of their writing and think further of how they will improve in their own writing skill. To possibly help students focus on their reflection, teachers may provide a student reflection guide. For teachers, this reflection record allows them to look at what students have accomplished and what teachers need to do to help students with their future composing task.

In this research, based on final draft on students writing, they will transfer to Glogster EDU by creating their own glogs, the students will demonstrate and interpret content of their slam poetry by choosing text, art, photos, sound, quotes, video recorded and so on to create a multimedia presentation based upon their understanding of their slam poetry. Finally the students will perform their poem in front of the class while displaying the Glogster EDU presentation.

3. DATA ANALYSIS

The participants of this study were first grader of senior high school in English Language subject. There were 24 students in the class. So there were 12 groups of two (pairing) based on teacher decision. The writers examined the process of students' collaborative slam poetry writing in Glogster EDU presentation through field note, interview and open ended questionnaire. We observed their activity in the classroom to help us see their teamwork in collaborative writing. From the result of observation in class and from the quality of collaborative slam poetry in Glogster EDU presentation, we interviewed 2 groups each from high, middle and, low achievers.

The open-ended questionnaires were sent via email and answered in a written form. We with the students interacted via email to ask deeper regarding the students' answers. The use of email did not influence the quality of answers since all students were always online. The questionnaire contains 10 questions regarding the potentials and the difficulties the students encountered during the collaborative slam poetry writing in Glogster EDU presentation.

4. DISCUSSION

This section discusses the findings in term of the potentials and challenge of using Glogster EDU presentation in writing slam poetry collaboratively.

The potentials can be listed in two big topics: improving writing skill and critical thinking. In terms of improving writing skill, the collaborative writing in small group are enable the students to have greater well of resources and more information available because of the variety of backgrounds and experiences. In regard to problem solving, the old adage can be applied that "two heads are better than one. In collaborative writing the feedback from group members will make the writing better in ideas, creativity and other components of writing.

Our investigation of the students' presentation on Glogster EDU found out that the students established some categories of Bloom's Revised Taxonomy of higher order thinking. We acknowledged some categories in students' glogs such as (1) remembering category in recognizing others' argument and recalling their memory towards the topics, (2) understanding category in paraphrasing, summarizing, and contrasting others, (3) applying category in implementing certain procedure in a given situation, (4) analyzing category in selecting and deconstructing idea, and (5) evaluating category in making judgments and searching ideas, (6) creating glogs based on the slam poetry they have written collaboratively.

The questionnaire results highlighted some problems encountered by the students in using Glogster EDU. Students provided some insightful responses regarding the problem in having presentation on Glogster EDU. The students' answer revealed some problems or challenges such as confusion and technical problem in using Glogster EDU presentation.

First problem which hindered some students from making the glogs is the confusion. Although we already gave them guidelines which explained how to log in the glogs, how to start the glogs, and how to create good glogs, some students found it frustrating to design their glogs with appropriate picture, music background especially those who did not have any experience joining the online educational tools. Some students were not sure how to design or create her slam poetry in the Glogster EDU. The confusion also happened because the students worked as a team, they have to able to make one voice about the idea in creating the slam poetry and the idea in interpreting the slam poetry in a form of glogs . Another problem mentioned by the students was the technical problem of using Glogster. Two students mentioned that it was difficult to log in to GlogsterEDU

which is also related to internet connection. The teacher and instructor also had important role in facing the challenges.

5. CONCLUSION

This article has presented the result of investigation on using Glogster EDU presentation in writing slam poetry collaboratively. It value for its potentials in improving students' writing, and critical thinking. In addition, it describes the challenges in term of confusion and technical support. The findings confirm some theories related to the potentials and challenge of online learning environment.

Poetry is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students. By stressing enjoyment, and presenting slam poetry through media in this paper the media is Glogster EDU and methods that provide maximum student involvement and interest, not only can language learning can be facilitated, but learners at all levels can use the medium of poetry to express themselves in the target language. This paper, however, takes an interactive, collaborative approach, and describes how poetry can be used to promote cooperation and communication as well as individual expression, in the EFL classroom. By inviting students to be "in the poem" (Moore, 2002, p. 44), actively reading poems in pairs or other small groupings, and creating ideas together, poetry can become an integral part of the EFL classroom and can be a means of investigating issues relevant to the students' backgrounds, experiences, and attitudes.

REFERENCES

Anderson, Lorin W., and David Krathwohl. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman: New York, 2001. Print.

Carson, Joan G., and Gayle L. Nelson. "Chinese Students' Perceptions of ESL Peer Response Group Interaction." *Journal of Second Language Writing* 5.1 (1996): 1-19. Web.

Collins COBUILD English Dictionary for Advanced Learners. Glasgow: HarperCollins, 2001. Print.

Finch, A. E. *Using Poems to Teach English. English Language Teaching, 15(2), 29-45,* 2003. Retrieved from http://www.finchpark.com/aef/poems/06.htm , accessed October 24th, 2014.

House, Alexandra. *Poetry in Schools* [Research Report], 2007. Retrieved from http://www.ofsted.gov.uk/publications, 24 Oct. 2014.

Jacobs, G. M.'Issues in implementing cooperative learning'. In S. G. McCafferty, G. M.Jacobs, & C. D. Iddings (Eds.), *Cooperative learning and second language teaching* (pp. 30-46). New York: Cambridge University Press, 2006.

Lai, E. R. *Collaboration: a literature review* [Research Report], 2001. Retrieved from http://www.pearsonassessments.com/hai/images/tmrs/Collaboration-Review.pdf, 24 Oct. 2014.

Moore, John Noell. "Practicing Poetry: Teaching to Learn and Learning to Teach." *The English Journal* 91.3 (2002): 44. Web.

Ogen, Karen. *Getting Creative with Glogster*, 2010. Retrieved from https://scetv.org/education/streamlinesc/materials/documents/Glogster_KarenOg enTutorial.pdf. 20 Oct. 2014.

Rao, Z. "Training in Brainstorming and Developing Writing Skills." *ELT Journal* 61.2 (2007): 100-06. Web.

Storch, Neomy. "Collaborative Writing: Product, Process, and Students' Reflections." *Journal of Second Language Writing* 14.3 (2005): 153-73. Web.

Shin, S. K. "'Fire Your Proofreader!' Grammar Correction in the Writing Classroom." *ELT Journal* 62.4 (2007): 358-65. Web.

Vardell, Sylvia M., Nancy L. Hadaway, and Terrell A. Young. "Matching Books and Readers: Selecting Literature for English Learners." *The Reading Teacher* 59.8 (2006): 734-41. Web.

Widodo, H. P. "Implementing Collaborative Process Based Writing in EFL College Classroom." *Research Papers in Language Teaching and Learning* 4.1 (2013): 198-206. Web. 24 Oct. 2014.

BIODATA

Faradiba is currently pursuing her master degree in Graduate Program in English Language Teaching, Universitas Negeri Malang, East Java, Indonesia. Her interests are mainly in the area of language and technology and TEFL. E-mail: meiruku@yahoo.com

Lina Satriyani is a student of the Graduate Program in English Language Teaching, Universitas Negeri Malang. Her interest is in teaching English as a Foreign Language (TEFL), especially in the field of reading. E-mail: linasatriyani@gmail.com