

CHAPTER I

INTRODUCTION

This chapter presents the general account of the study. It covers background of the study, research focus, problems of the study, objectives of the study, significance of the study, scope of the study, definition of key terms, and the outline of the thesis.

A. Background of the study

Teaching English to the students can said tricky. Many people argue that explain the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force out country. In Indonesia, English is learnt by students in all education levels starting from pre-elementary school to university level. English becomes an important subject that must be mastered by the students because it can help them face globalization era. Moreover, English as international language is spoken by almost all people in the world as a tool for communication.

There are some factors that must be mastered by the students in English learning such as language skills and language components. One of the most important language skills that must be mastered by the students in learning English is writing.

English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students, give attention to the English material, and make the English lesson more exiting. English teacher

should be a facilitator to students. He or she must try to give good model in teaching English. In this case, an English teacher need a strategy in teaching and can use any kind of technology or online media for students in order to make learning active, cheerful and not monotonous.

Based on writer's teaching experience in Senior High School, there are some problems that often occur when students write. For example they did not have idea what to write when they began their writing, they were confused to organize their ideas and did not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly. As a result, students need to spend so much time to finish their writing and may not be able to continue their writing. Moreover, those problems really give bad effect toward students' writing result.

Considering those problems and the need to help students to overcome those problems, teacher should create and think of effective way to motivate and stimulate students in order they can be more excited in following learning process in the classroom. According to Harmer, a teacher teaching technique obviously gives a big influence toward students' motivation of learning.¹ Teachers should think of a technique which appropriates with types' of students. To convey the technique or strategies, teacher needs a kind of media.

¹ Jeremy Harmer, *THE PRACTICE OF ENGLISH LANGUAGE TEACHING*, Third Edition, Longman, 1997, p. 3.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.²

English teachers have to make their strategy for her class atmosphere interesting and give more chance for students to active in the class. Teachers, in designing their strategy objective, must consider students' need too in order to ease students in mastering English as a target language that is being learned. Briefly, the important thing for the teacher in teaching English is to give students more opportunity to practice their English skill by providing more activity that put them into the real practice anywhere and anytime.

In teaching English, an English teacher has to be a facilitator to students. He or she must try to give good model in teaching English. In this case, an English teacher can use any kind of technology media to teach English in order to make learning activity and not monotonous.

The definition of technology is not confined to computers or the Internet. Technology is viewed as any electronically based application or piece of equipment that meets a need for access to information or communication.³

Technology is increasing important in our daily professional and personal lives. Technology is everywhere. Social network sites, online games, video-sharing sites, computer, gadgets such as iPods and mobile phones. These people are usually older, in their 30s or 40s, and are learning to use technology.

² H. Douglas Brown, *Principles Language Learning and Teaching* (fourth Edition), San Francisco: State University, 2000, p. 113.

³Gregory R. Roberts., "Technology and Learning Expectations of the Net Generation" University of Pittsburgh-Johnstown. In Diana G. Oblinger and James L. Oblinger, Editors., *Educating The Net Generation* (p. 3.1). EDUCAUSE.

Especially the internet has become a part of the everyday life of many people. Most of us are familiar with the Internet or know of it and what we can do with it and other technological achievements are becoming more and more advanced.

According question from James Oblinger:

Are there ways to use IT (Information Technologies) to make learning more successful? Learning science indicates that successful learning is often active, social, and learner-centered. However, with the multiple responsibilities of faculty, staff, and administrators, as well as the large numbers of students most campuses serve, ensuring successful learning without the support of IT may be impossible. Individualization and customization are laudable goals for instruction; they are also time intensive. With the appropriate use of technology, learning can be made more active, social, and learner centered-but the uses of IT are driven by pedagogy, not technology.⁴

The use of technology alone does not lead to students' achievement. Technology is the process teachers use to identify the media most likely to support the instruction based on their analysis of learner characteristics, lesson objectives, and learning activities. Technology such as computer, digital, internet sites may be used throughout the year as the primary source of content information.

Selecting the right technology can be an effective way to help all students. Selecting technology is a step teachers take when planning a lesson. The technology media must provide information related to the essential concepts and skills as well as support the learning activities for student achievement. The course or lesson will be used with students who possess a range of characteristics, background knowledge and readiness to learn the skill or concepts.

⁴ James Oblinger., "*Is It Age or IT: First Steps Toward Understanding the NetGeneration*". In Diana G. Oblinger and James L. Oblinger, Editors. *Educating The Net Generation* (p. 2.1). EDUCAUSE.

In the same way, online education is an extension of the traditional form of distance education. Typically it involves

The use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge to construct personal meaning, and to grow from the learning experience.⁵

Online education includes mechanisms to facilitate the development of and access to a variety of learning services; an underpinning technological platform; means to help potential learners select and enroll in learning experiences; and supporting administrative process. The use of technology must be embedded within a wider strategy for teaching, learning, and service that is responsive to challenges of technological change.⁶

The use of online media also called digital media, cyber media, and Internet media from a part of new media after printing media such as magazine, tabloid, and newspaper, and electronic media like radio, television, film.

The use of online media in teaching is access delivery of word and thought which access through Internet network. Online media according to language is all kinds' communication media that needs Internet connection for access, both side parts communicant or side communicator, by the name of online media. In order to teaching skill, a teacher as an educator, teacher is required to be facilitator

⁵ Mohamed Ally (2004). Foundations of educational theory for online learning, In T. Anderson & F. Elloumi (Eds.), Theory and practice of online learning (p. 61). Athabasca, AB: Athabasca University.

⁶Bates, A. W. (1999). Managing technological change: Strategies for college and university leaders. San Francisco: Jossey-Bass, In T. Anderson & F. Elloumi (Eds.), Theory and practice of online learning (p. 61-62). Athabasca, AB: Athabasca University.

rather than knowledge and teacher must have to use good method in teaching learning process.

Based on the explanation above, the writer is interested to do a research under the title “THE USE OF BITSTRIP MEDIA ONLINE IN TEACHING NARRATIVE TEXT AT THE TENTH GRADERS OF SMAN 1 PALANGKARAYA.” SMAN 1 is selected as the subject of this study because it is one of favorite schools in Palangka Raya. Besides, SMAN 1 is located near by the writer’s house. Meanwhile, the tenth grade students are also chosen because narrative text is taught in this grade and teacher that using Bitstrip media online give a lesson in this class. Therefore, this study provides insight into how an English teacher in a SMAN 1 school uses Bitstrip media online in her classrooms, how do teacher and students use the instrument, and what their students’ responses to these practices.

B. Research focus

The writer focuses in teacher using Bitstrip media online in teaching narrative text at the tenth graders of SMAN 1 Palangka Raya. Bitstrip is an online tool; therefore, the use of program depends on an internet connection and browser. The writer chose SMAN 1 Palangka Raya after she had observed it before. It was able to conduct study cause eligible in supporting a Bitstrip media online for each student in the classroom. In addition, the students seem to be aware of technology means that they familiar with internet. The writer uses case study-qualitative research because the writer wants to describe a focuses on a single unit of teaching narrative text in using Bitstrip.

C. Problems of the study

1. Why does teacher use of Bitstrip media online in teaching narrative text at the tenth graders of SMAN 1 Palangka Raya?
2. How do teacher and students use instrument of Bitstrip media online in teaching narrative text at the tenth graders of SMAN 1 Palangka Raya?
3. How is the students' response in learning narrative text using Bitstrip media online at the tenth graders of SMAN 1 Palangka Raya?

D. Objectives of the study

1. Reason of why does teacher use of Bitstrip media online in teaching narrative text at the tenth graders of SMAN 1 Palangka Raya.
2. To know the instrument of Bitstrip media online in teaching narrative text at the tenth graders of SMAN 1 Palangka Raya.
3. To find out how is students' response in learning narrative text using Bitstrip media online at the tenth graders of SMAN 1 Palangka Raya.

E. Significance of the study

This study is conducted in order that it gives theoretical and practical benefits.

1. Theoretical benefit

The finding can be used to enrich the theory and the method in teaching narrative text using Bitstrip media online.

2. Practical benefit

The finding can be used by the students, teachers, school, and the writer herself and will be useful to the readers who are interested in teaching and learning narrative text. Here are the benefits:

a. Students

It may motivate students to improve their interest in learning English since they will find out that narrative text not always difficult to learn. They will find a new experience with using Bitstrip media online that is applied to the narrative text. Bitstrip allows students who may not like to participate in class discussion feel more comfortable with sharing their ideas.

b. Teachers

The findings are expected to be used a consideration in teaching narrative text in the classroom. Bitstrip is also simple for other teachers to manage and maintain the safety of their students by moderating comments.

c. School

The result can be the data to improve the school, especially media in using many things of school's instruments as a policy of school.

d. Writer

The study can give information, some experiences, perception and knowledge directly on how to teach narrative text by using Bitstrip media online.

F. Scope of the study

The scope that is used in this study is about the using of Bitstrip media online in teaching narrative text and the writer limits the study by the following limitation:

1. The study belongs to case study research.
2. The Bitstrip media online used for the study is taken from <http://www.bitstrip.com>.
3. The subject of the study is the tenth-nine grade students of SMAN 1 Palangka Raya and the English teacher. The numbers of the subject are an English teacher and 36 students of the tenth-nine grade students.

G. The Definition of key terms

In order to clarify key terms used in this study, some definitions are:

a. Bitstrip

A tool for comic strips offering various templates for different strips or single pictures and a vast variety of tools for editing expressions, gestures or looks of the characters and creating props.

b. Case Study

Case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the “case”).⁷ Thus, the current case study involved an investigation of why and how an English teacher from SMAN 1 Palangka Raya used Bitstrip media online in her

⁷ Donald Ary, et al., *Introduction to Research in Educational*, Eight Edition, USA: Wadsworth, 2006, p. 29.

teaching, as well as how the students' response in learning narrative text using Bitstrip.

c. Online Media

Online media is media that is presented on the internet and can only be accessed and functions via computer or gadget device connected to the Internet. The Internet is a global webs of computer that are connected to each other. This connection enables computer users to share information and resources.⁸ In the study, the online media is Bitstrip media.

d. Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.⁹

e. Use

Use is the act of using something, the state of being use.¹⁰ An act that exploits or victimizes someone (treats them unfairly); "capitalistic exploitation of the working class"; "paying Blacks less and charging them more is a form of victimization". In this study, using refer to the use of Bitstrip media online in teaching narrative text.

⁸ Carol Bertram, et al., *Using Media in Teaching: Learning Guide*, SAIDE/Oxford, 2001, p, 233.

⁹ H. Douglas Brown, *Principles Language Learning and Teaching* (fourth Edition), San Francisco: A Pearson Education Company, 2000, P. 7.

¹⁰Merriam Webster., An Encyclopedia Britannica Company, Retrieved 11 March 2015 time 11:45 A. M from <http://www.merriam-webster.com/dictionary/use>.

H. The Outline of the thesis

The thesis consists of five chapters. The following is short description about what each chapter contains.

Chapter one: introduction which consists of background of the study, the research focus, problems of the study, the objectives of the study, the significance of the study, the scope of the study, the definition of key terms, and the outline of the thesis.

Chapter two: literature review which included the previous studies, theoretical framework consists of online media, Bitstrip, Narrative Text, and the use of Bitstrip media online in teaching narrative text.

Chapter three: research method design consists of research type, research design, subject and object of the study, procedure of data collection, data validation, and data analysis procedure.

Chapter four: research findings and discussion. In this part, the writer will shows the data acquired in the interview with the one English teacher, the students questionnaire data in the form of tables and finally the observation of the English teacher lesson with Bitstrip media online.

Chapter five: Closing consisted of conclusions and suggestion based on the results of the study and the discussions.