

CHAPTER II

LITERATURE REVIEW

A. Previous research

There are two relevant previous researcher related to this study. First research by Rasby and Ottis Murray (2012). They found that the efficacy of using storytelling as a means to improve student comprehension in online classes, they shows when material is presented in story format rather than traditional text book format, student comprehension of difficult theories and concepts improves and grades improve.¹ Second research by Safia and Mustafa (2013). They found that using of computer technology in EFL Classroom would be highly encouraging, productive and profitable for all those associated with these processes. It is believed that such use guarantees much recommended learner-centered learning and makes the whole process of foreign language teaching and learning interactive, interesting, and dynamic.²

The real distinction between the current studies with review of Rasby-Ottis, and Safia-Mustafa, the writer will procedure different result. The writer interests to formulate using Bitstrip media online in teaching narrative text at tenth-nine graders of SMAN 1 Palangka Raya. Since this thesis is quite different

¹ Rasby Marlene Powell and Ottis Murray, *"Using Storytelling Strategies to improve Student Comprehension in Online Classes"*. University of North Carolina at Pembroke. In The Journal of Effective Teaching an online journal devoted to teaching excellence. P. 46.

² Safia Mujtaba Alsied and Mustafa Mubarak Pathan., *"The use of Computer Technology in EFL Classroom: Advantages and Implications"*. IJ-ELTS: Vol: 1, Issues: 1, Retrieved 7 October 2015 time 08.04 A.M., from <http://eltsjournal.org/wp-content/uploads/2015/05/The-Use-of-Computer-Technology-in-EFL-Classrooms-Advantages-Implication-Full-Paper.pdf>.

with the others mentioned above. The result of this thesis is expected to give new perception toward the advantages of using Bitstrip media online in teaching.

B. Theoretical Framework

The writer discussed and elaborated some theories which related to the study. The discussion focuses on online media in teaching, Bitstrip, narrative text, and the use of Bitstrip media online in teaching narrative text.

1. Online Media

Education is one of the fastest-growing economic and social sectors in the world, and the use of new technologies is an integral and driving component of that growth.³ Clark has claimed that technologies are merely vehicles that deliver instruction, but do not themselves influence student achievement.⁴ Shirley Biagy, 1996 said that:

Media “inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched”.⁵

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 current optimism about computer makes it easier to find funding for project that involve computers than it is to find sources willing to contribute to teacher development or basic infrastructure. Computer and Internet are ‘cool’ and easy to

³ Rory McGreal and Michael Elliott., *Techonologies of Online Learning (E-Learning)*, in Terry Anderson and Fathi Elloumi., *Theory and Practice of Online Learning*, Canada: Athabasca University, p. 115.

⁴ Clark, R. E., *Reconsidering research on learning from media*, Review of Educational Research, 1983, p.3.

⁵Victor Eband, *The Various Types of Magazines*, Retrieved 14 March 2015, from <http://ezinearticles.com/?The-Variou-Types-Of-Magazzines&id=1033438>.

generate enthusiasm about.⁶ Online learning allows for flexibility of access, from anywhere and usually at anytime-essentially, it allows participants to collapse time and space however, the learning materials must be designed properly to engage the learner and promote learning.⁷ Online learning as 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.⁸ 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.

Using various kinds of media in the classroom has always been a challenge, and how to bring these media in the classroom is more than challenge. Students and teacher should be able to use in their classroom different media through different technologies. According Haughey and Anderson, the use of media for teaching assumes that learning, as both an individual and a social activity, maybe facilitated by intentional interaction.⁹ Overall, the contribution online media often make the constructivist teaching is in expanding the range and variety of experiences usually available in classroom-based learning. Because

⁶ Carol Bertram et al., *Using Media in Teaching: Learning Guide*, SAIDE/Oxford, 2002, p. 211

⁷ Cole, R. A., *Issues in Web-based pedagogy: A critical primer*, Westport, CT: Greenwood Press, 2000, in Terry Anderson and Fathi Elloumi., *Theory and Practice of Online Learning*, Canada: Athabasca University, p. 4.

⁸ Mohamed Ally, *Foundations of Educational Theory for Online Learning*, in Terry Anderson and Fathi Elloumi., *Theory and Practice of Online Learning*, Canada: Athabasca University, p. 5.

⁹ Haughey, M., and Anderson, T., *Networked learning: The pedagogy of the Internet*, Montreal: Cheneliere/McGraw-Hill, 1998, in Terry Anderson and Fathi Elloumi., *Theory and Practice of Online Learning*, Canada: Athabasca University, p. 148.

online media are by definition linked to networks of external resources, they can provide access to people, ideas, and information beyond those found in the classroom. Online media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students.

a. Online media in teaching

We now aim to teach so that learners can use the knowledge they learn. Our focus is on outcomes-what learners can do after their learning-rather than on the content we, as teachers, put into the learning process. There is an increased emphasis on skills. Obviously, if we want learners to use their knowledge, our teaching methodology must build in more time in which learners can practice what they learn. This kind of outcomes-based learning is consistent with a variety of methodologies, including experiential learning, role-plays, simulations and problem-based learning. They all create active learning environments and focus on developing skills and understanding.

The use of online media in teaching is access delivery of word and thought which access through Internet network. The Internet is a global web of computers that are connected to each other. This connection enables computer users to share information and resources. In simple terms, the Internet has two main parts the World Wide Web (WWW) and E-mail. No one owns the Internet and anyone can use it.¹⁰ The WWW can be used as a source of information. On the WWW there is a wide range of websites that aim to be a one stop shop your information needs. The other major component of the Internet is E-mail that allows computer users to

¹⁰ Carol Bertram et al., *Using Media in Teaching: Learning Guide*, SAIDE/Oxford, 2002, p, 233.

send messages to each other. Text messages and computer files (such as Word documents) can be sent from one computer to another. While each teacher or learner has an E-mail address and can send and receive E-mail from any computer in the Local Area Network (LAN), only one computer is actually connected to the Internet. It is through this computer (the LAN server) that E-mail messages are collected and distributed. E-mail can be used for virtually any correspondence that would probably otherwise have been done using the postal system or facsimile.

b. Benefit using of online media in English Language Teaching (ELT)

Effective learning does not happen in a content vacuum. One way to support teaching and learning is using online media. It can help teacher's presentation in the classroom. It is also expected that students will get better understanding teacher's explanation. Besides that, online media also give contribution in improving students' skill. McPeck (1990) and other theorists of critical thinking have argued that teaching generalized thinking skills and techniques is useless outside of a particular knowledge domain in which they can be grounded.¹¹ In addition, online media is needed to help students in acquiring lessons that are being taught because it gives some resourceful teaching aids that help both teacher and students in material. Some of the benefits for learners and instructors are outlined below. For learners, online learning knows no time zones, and location and distance are not an issue. In asynchronous online learning, students can access the online materials at any time, while synchronous online learning allows for real time interaction between students and the instructor.

¹¹ McPeck, J., *Teaching critical thinking*, New York: Routledge, 1990, in Terry Anderson and Fathi Elloumi., *Theory and Practice of Online Learning*, Canada: Athabasca University, p. 37.

Learners can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying. Situated learning is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning.¹²

2. Bitstrip

a. What is Bitstrip?

Bitstrip is one application that issued to make comics. In the Bitstrip there are have features that are provided to make the unique character in accordance with what we want. And we also can make according to our idea of comics as a background or backdrop and effect that will be used.

Bitstrip is a very popular utility on the internet in which you can create fun scenes in comics with the avatars of his friends and that finally comes to Smartphone's and tablets. The version of mobile devices is almost equal to what we have seen on the web, but has some distinctive features. If you have enough creativity to tell stories, it is possible that like a lot of this tool.¹³

Based on the definitions and concepts above, it can be concluded that Bitstrip is all about comic activities. Bitstrip it is a one applications for using make a comic. Not only teach about English but all lesson.

By using Bitstrip as online media in teaching, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing. By using Bitstrip during teaching and learning process, it is hoped that

¹² Mohamed Ally, *Foundations of Educational Theory for Online Learning*, in Terry Anderson and Fathi Elloumi., *Theory and Practice of Online Learning*, Canada: Athabasca University, p. 5.

¹³ Stuart Dredge, Retrieved 19 March 2015 time 11.30 A.M., from <http://www.theguardian.com/technology/2013/dec/19/bitstrips--social-comics-app-facebook>.

teacher will be able to motivate the students to learn and pay attention to the material presented.

b. What teachers are saying?

There are some say from Melissa Clarke, Tweedsmuir Public School: “*I think Bitstrip for schools is excellent and the kids absolutely LOVE it.*”¹⁴ Lindsay porter, from Byngmount Beach Public School says *Bitstrip for schools is a great motivational tool for reluctant writers. Students who would normally shut down at the thought of a traditional writing assignment end up asking to stay in at recess to work on their comics.*

“With Bitstrip for Schools students don’t have to be limited by their drawing talent. And the feature where we can upload and even search for our own images will mean that anything we can think up is possible!” Said Shannon Powell, Central Montcalm Middle School.

c. The Procedure of Bitstrip

There are some instruments that have to be followed in using Bitstrip as Online media in teaching narrative text. The general procedures are used to prepare a basic Bitstrip includes the following steps for teacher:¹⁵

1) Teacher creating a first classroom



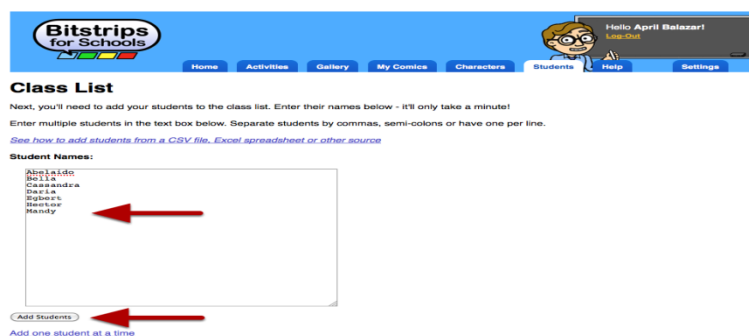
Picture 2.1 creating a first classroom

¹⁴ Melissa Clarke., *Bitstrips for School in action “What Teachers are saying?”*, Tweedsmuir Public School, Retrieved 19 March 2015 time 11.30 A.M., from <http://www.bitstripsforschool.com/testimonials/>.

¹⁵ *Bitstrips for Schools, Teachers’ Getting Started Guide (Pdf)*, Retrieved 19 March 2015 time 11.30 A.M., from <http://www.bitstripsforschool.com>

2) Adding students to the classroom

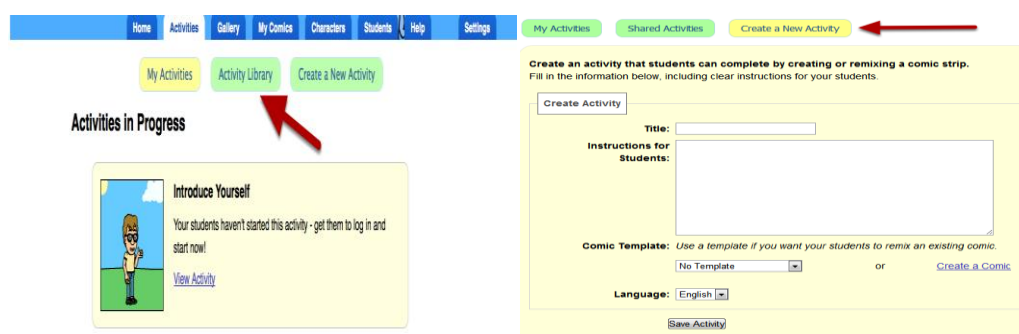
Teacher adding to the classroom is quick and easy. When teacher are in the students tab, just enter a name and click Add students. As teacher type more names, the class list of your students will appear and grow. When teacher are finished, click Add Students to finish adding them all.



Picture 2.2 adding students

3) Using the activity Library and assigning an activity to your students

Click on the activities tab in your account, and then click on the create a new activity button. Then fill in the appropriate fields, including the title of teacher activity and the student instructions.



Picture 2.3 activity

If teacher like, teacher can include a template comic with the activity. This can be useful if teacher are working with students, or if teacher want students all to start their activity with a comic scene. Teacher can either choose a template

from the drop-down menu (this list will show all the comics' teacher has previously created) or create one from scratch in the comic builder. When teacher are finished, click Save Activity.

My Activities Shared Activities Create a New Activity

Create an activity that students can complete by creating or remixing a comic strip.
Fill in the information below, including clear instructions for your students.

Create Activity

Title: Campaign Promises

Instructions for Students: If you were running as a candidate in a local election, what would your platform be?
Remix the comic below, showing at least 3 campaign promises you would make. Use the emotion controls and add new rows to your comic as needed.

Comic Template: Use a template if you want your students to remix an existing comic.
No Template or [Create a Comic](#)

Language: French

Save Activity

Picture 2.4 makes a task activity

4) Assign your activity

If teacher are ready to assign the activity to her students, just click on the assign activity button, the students will see this activity waiting for student when they log in.

My Activities Shared Activities Create a New Activity

Campaign Promises Status: Unstarted [Assign Activity](#)

Instructions:

If you were running as a candidate in a local election, what would your platform be?

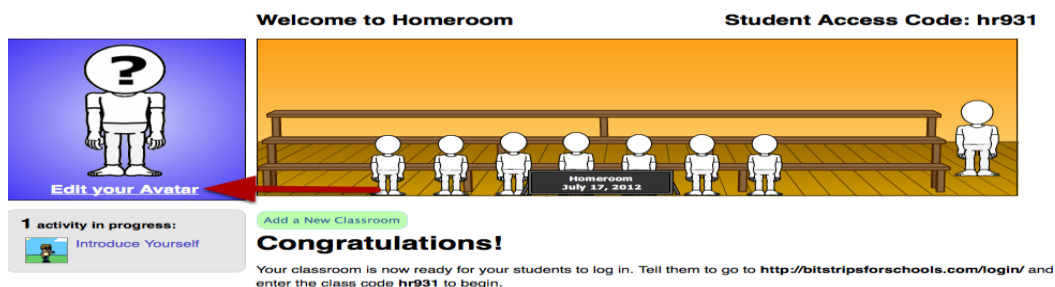
Remix the comic below, showing at least 3 campaign promises you would make. Use the emotion controls and add new rows to your comic as needed.

Edit Share Activity with other Teachers Delete

Picture 2.5 assign activity

5) Designing teacher avatar

One of the first things to do with a new Bitstrip account is creating teacher avatar. Start by clicking *Edit your Avatar* just to the left of the class photo on teacher homepage. This will launch the character Builder.

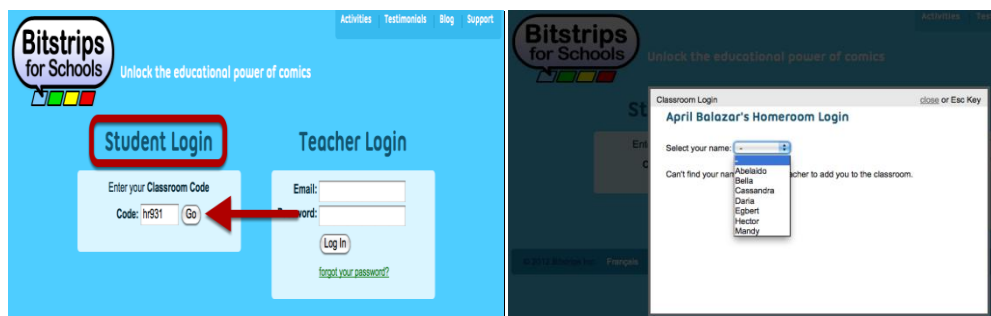


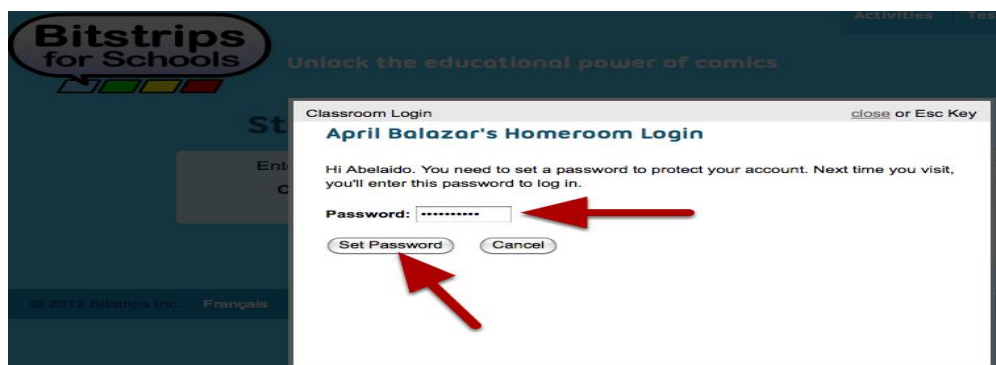
Picture 2.6 design activity

The general procedures are used to prepare a basic Bitstrip includes the following steps for students:

1) Direct the students to www.Bitstripforschools.com/login

From the login page, the students will enter the unique class code in the code field under the student's login section, after entering their class code in the previous step; each student will be able to find their name in the drop-down list. After selecting their name in the previous step, students will be prompted to create a personal password, which should not be shared with anyone. The last step is to hit set password.

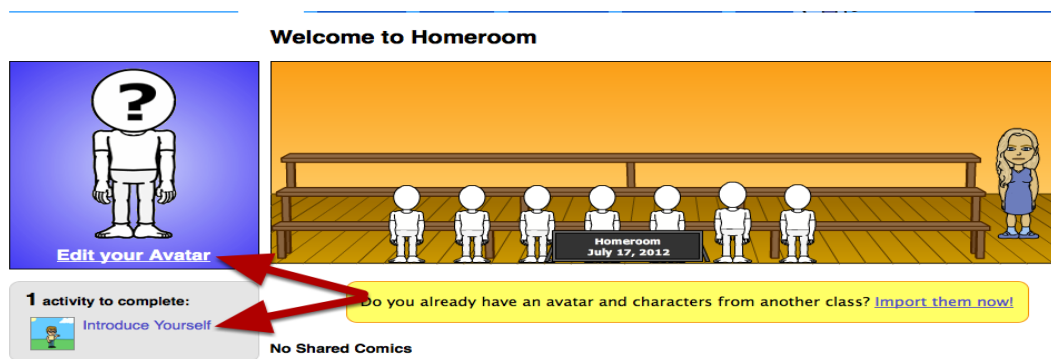




Picture 2.7 students' activity

2) Designing student avatar

Once student are logged in, students can design their avatar and get started on any activities that students has assigned, which are clearly visible in their dashboard on the left. Now the fun begins.



Picture 2.8 design activity

3. Narrative Text

a. Definition

The word narrative is derived from the Latin word “narrare” which means “to recount”. In Indonesia, the parents use narrative stories to make their children or grand children sleep. Commonly, narration is used to tell story, to give meaning of an event or series of related events.¹⁶ Narrative is conversation or writing with

¹⁶ Rahmadi Nirwanto, *Paragraphs and Essays*: First Edition, Yogyakarta: Kanwa Publisher, 2013, p. 40.

the purpose tells about action or human experience based on the development of time. Then according to Keraf, he states that “Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what had happened?”¹⁷

People consider narrative text as the most interesting text. According to Snow, that narrative writing has an easy concept which is easy to be created by students because the chronological order in narrative text which provides natural and simple organizational pattern. Therefore, most students have ready to make material such as writing a fiction story that encourage creativity of students to pour their imagination out to their story and writing students personal experiences.¹⁸ From those experiences that students have, they can easily tell their story in form of narrative text.

Celce and Murcia state that narrative is structured around the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized and tells about the events related to the person or persons involved.¹⁹ It means that a narrative contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

From the statements above, it can be concluded that narrative text can be said as a text which is used to tell a chronological of fiction story or personal

¹⁷Gorys Keraf, *Argumentasi dan Narasi*, Jakarta: PT. Gramadia, 1987, p. 136.

¹⁸Don Snow, *From Language Learner to Language Teacher: An Introduction to Teach English as a Foreign Language*, Alexandria: Teachers of English to Speakers of Other Languages (TESOL), 2007, p. 154.

¹⁹M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, New York: Cambridge University Press, 2000, p. 151.

experience that might be happened to whomever in the past. Narrative is supposed to be a useful text to encourage students especially at school who want to practice writing. Through narrative text, students can be more creative because they write based on their imagination. In the other hand, students could write a narrative story based on a story they ever heard, watch, or read before.

Ploeger classified narrative text into four elements as follows:²⁰

a) Point of View

Point of view can be first-person (I), second-person (you), or third-person (he/she/they/it). For most personal narratives, the first-person point of view issued. It gives the readers closeness with the story because they feel as the part of the action. Then, the third-person point of view is used to tell someone else, so it makes a distance between the readers and the story.

b) Characters

All stories must have presented some characters. Many writers insist that character is a single most important in the narrative text. Narratives use real people in real conflicts, with real feeling, needs, and fears. These details are used to make the story more real and exciting for the reader. Think about the five senses which can be used in the description. They can describe a character physically: weight, height, age, and so on. The writer also may describe: how a character looked, how she/he sounded, how she/he talked or walked. Reveal his/her personality through his/her action.

c) Action or Conflict

²⁰ Katherine. M. Ploeger, *Simplified Paragraph Skills*, Illinois: NTC Publishing, 1999, p. 261-262.

Mostly, every story has one major conflict or event. Conflict involve the characters, it could appear between a character with someone else, with himself/herself, with nature, or with society. It can be seen in all discussion among characters that lead up to the final, climatic scene, the final explosion or insight. A good story must involve several kind of conflict which serves the purpose of the story. Without it, the story will be bored and flat. The conflict which happens in the story is able to keep readers' attention and interest.

d) Dialogue

Conversation or dialogue between characters brings the story alive for the reader. The dialogue may use both in formal or informal language as long as it is still readable. Additionally, the writer must write the dialogue grammatically correct in order the reader can catch the point of that story.

b. The Purpose of Narrative Text

Writing is a series of related text-making activities: generating, arranging and developing idea in sentences: drafting, shaping, reading the text, editing and revising.²¹

People write a narrative story might be just for pleasure, to attract and get the reader's interest through the story. Besides, they like to write any kind of story due to they want to reflect their own experience and the think that the readers may have similar with the story that written by the writer. It is in line with Barbara that stated, "some purposes of narrative are: to entertain, to express feelings, to relate experience, to inform something happened with someone, to inform something

²¹ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill Rhetoric and Grammar*, Fifth Edition, United States of America: Heinle and Heinle, a Division of Thomson Learning, Inc, 2001, p. 13.

which can teach a lesson to the reader, and to persuade.”²² In addition, Anderson also stated that a Narrative is a text that tells a story and, in doing so, entertains the audience.²³

From the statement above, it can be concluded that narrative has several social functions such as to amuse, to entertain, and to deal with actual experiences in different ways; narrative deal with the fiction story that can entertain the readers as well.

c. The Schematic Structure of Narrative Text

The elements of them are as well served as a guideline in reading a text for students. They are:²⁴

1) Orientation

This part is commonly mentioned in the first paragraph, it can be called as an introductory part of a story. The narrator let the readers know where and when the story takes place and who are involved in the story called as characters.

2) Complication

The narrator tells us about something that will begin in a series of event. This event will influence toward one or some characters. The complication is a trigger.

3) Sequence of events

This part is where the narrator explains about how the characters react to the complication. It includes their feeling and what they do. The event can be told

²²Barbara Fine Clouse, *The Student Writer: Editor and Critic 7th edition*, New York: McGraw Hill, 2006, p. 186.

²³Mark Anderson and Kathy Anderson, *Text Types in English 3*, Sydney: McMillan, 1997, op. cit., p. 3.

²⁴Ibid.

in chronological order (the order in which they happen) or with flash backs. The audience is given the narrator's point of view.

4) Resolution

This part can be found in the end of story. The narrator finishes the story by giving readers and listener about a problem solving of complication or the complication is sorted out.

5) Re-orientation/Coda

The narrator will put together a coda in the text if there is a moral value or message from the story which could become as learning for both the readers and listeners.

Actually, the most common schematic structure of narrative text which is learned by students is orientation, complication, and resolution. In this following is the example of schematic structure of narrative text:

Example:

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her step sisters and step mother. They treated her badly. She had to do all the house work.

One day an invitation to the ball came to the family. But, her step sisters would not let her go. Cinderella was very sad. The step sisters went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.²⁵

²⁵ Hanifa Rahmawati., *Definition, characteristics example of narrative, descriptive and expository*, <https://hanifarahmawati.wordpress.com/2013/06/20/definition-characteristics-example-of-narrative-descriptive-and-expository-text/>. (Online 11 March 2015).

d. The Language Features of Narrative Text

There are several language features which are commonly found in the narrative text:²⁶

- Noun which identify characters and place in the story.
- Time words that connect event, telling when they occurred.
- Verbs that show the actions that occur in the story.
- Adjectives that provide accurate descriptions of characters and settings.

In the language features mentioned above frequently to be used in writing a narrative text by a narrator. It always involves a character or the number of characters in every story.

To sum up, language features have a significant role in a text due to it may be helpful for the readers to get a meaning from a story. Meanwhile, the use of pass tense pattern in narrative text can tell to the reader about the major feature of a story used. And conjunction is really needed to support the story in term of describing characters and settings. As the writers construct a text, they have to give a big attention to the use of language features because all of components in the language features have a purpose to produce the story to be more alive.

e. Teaching Narrative Text at Senior High School

When we teach our students, we are going to expect them to be able to do something that they could not do before they came to our class.

Good teachers will try to use as many different teaching techniques as they can in order to give their students good lessons. They also like their student to

²⁶ Mark Anderson and Kathy Anderson, *Text Types in English 3*, Sydney: McMillan, 1997, op. cit., p. 8.

develop into autonomous learners. If you can help to develop good study habits in your students, it will equip them for other subjects in the future.

Children learn to read and write in the much same way they learn to speak and listen. That is, they learn best by being immersed in authentic reading and writing situations. They also need to process, they enjoy or find interesting (this is what adults do). Children learn to write by putting their ideas on paper, writing about things that they're interested in, and getting responses to their ideas from other students and teachers. As well, letting children write for real purposes and getting responses to their ideas from real human beings is the best way for them to develop their writing ability.²⁷

English teaching-learning process in SMAN 1 Palangka Raya, the teacher had learning scenario which consisted of pre-activities, whilst-activities, and post-activities for each skills. Meanwhile, the teacher assessed listening by listen to the cassette and ordered the students to complete the text. The teacher assessed speaking in intonation, articulation and the structure of the sentences that told by students. The teacher assessed reading in students' comprehension of the text, and answered the question according to the text. The teacher assessed writing in the students' accuracy of structure, accuracy of content and accuracy in diction of writing.

In teaching writing, especially narrative writing, an English teacher has to be a facilitator to students. He or she must try to give good model in teaching

²⁷ Andrew P. Johnson. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. Published in the United States of America, 2008, p. 8.

writing. In this case, an English teacher can use any kinds of media to teach writing in order to make learning activity cheerful and not monotonous.

Media will offer different situation by increasing students' interest of the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of online media also allows the students to be involved in teaching and learning process. It gives the teachers and student's opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

4. The use of Bitstrip media Online in teaching narrative text

As a teacher, we have to be able to vary our teaching method in order to anticipate students' boredom toward our teaching method. For instance, we can vary our media in teaching in order to give something new to the students so that they will be more interested in our teaching.

As we know that there are many media which can be used to teach English, one of them is Online. Online can be an effective medium in teaching and learning English because it can stimulate students both receptive skills (listening and reading) and productive skills (writing and speaking). Moreover, online will facilitate students' learning process because by choosing appropriate online for students, they will enjoy teaching and learning process and be easy on understanding the material given.

In this study, the writer attempts to gathering data in case study research and a technique which discussion in next chapter.