

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the results of the study on the use of Bitstrip media online in teaching narrative text carried out in the case study school of SMAN 1 Palangka Raya.

#### **A. Findings**

The findings of the research and relates the teacher to the expectations for the study and the theory reviewed on the use of Bitstrip media online. The writer addressed three research problems, and this chapter consists of sections relating to each one. First, section 1 discusses the main reasons why does teacher use of Bitstrip media online in teaching narrative text. Second, section 2 discusses how the teachers' and students' use instrument of Bitstrip media online. Finally, section 3 gives an overview the students' response in learning narrative text.

##### **1. Why does teacher use of Bitstrip media online in teaching narrative text**

The first research problem concerned the reasons why the English teacher from the case study school used Bitstrip media online in her teaching. In the teachers' residence, the teacher explained the use of Bitstrip media online mainly by the desire to make lessons more interesting and bring variety into the classroom. The teachers claimed that use of Bitstrip in class not because the Bitstrip is in English or entertaining, but because she had some educational value, provided additional information on the topic.<sup>1</sup> Since the teacher usually selected

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<sup>1</sup> Observation at September 21, 2015 time 10.00-11.35 A. M.

particular media in online. As for types of online media used in his teaching, she added:

*Video dari anak-anak (video students), YouTube, Facebook, Email, Bistrip itu baru beberapa hal yang saya gunakan dan lain-lain. Dan ada juga media could be both educational and relevant for the subject. Intinya adalah yang berhubungan dengan materi.<sup>2</sup>Video from children(students' video), YouTube, Facebook, E-Mail, Bitstrip that new a few things that I used, etc. and even media could be both educational and relevant for the subject.*

In essentials is related to material. Based on what the teacher said, if it were a Mohamed Ally claim that 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.<sup>3</sup> Any kind of media that is displayed in the classroom certainly shall relate to the material that will be discussed. For example, Mrs. F showed the video from YouTube in teaching procedure text. The video show how to progress doing procedure text. The teacher choice of the videos relating to the topic being studied might have seemed boring to the students and that is why does teacher showed little interest in lessons with some kind online media as video, YouTube, Facebook, Email, etc. Media opposing the ongoing learning will certainly have a negative impact for students. Writers are aware that online media selection strategies need to make students motivated. In that the using media must related to the topic that they were studying or “media could be both educational and relevant

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<sup>2</sup> Interview made at October 2, 2015.

<sup>3</sup> 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.

for the subject like” Mrs. F said (see Appendix 14). According Carol et al, The other major component of the Internet is e-mail that allows computer users to send messages to each other. Text messages and computer files (such as Word documents) can be sent from one computer to another.<sup>4</sup>

On the one hand, Mrs. F used online media many times over can three until four time each semester. Depending upon what lessons it taught. Mrs. F had from 2010 Years of practice teaching with online media. By virtue of interview made at October 2, 2015 with the teacher about practicing teaching with online media, she said that had been practicing with online media around five years something like.<sup>5</sup> Speaks for itself after she said perceivable that teacher far too long in using online media in teaching it can be said that learning is process in which a teacher tries to use the media spread so that students are motivated and active in learning. It the writers feel that the teacher taught try for learning can be achieved as desired. As we know, teaching is an art. Teachers are qualified to teach can feel that teaching anywhere is joyful thing, which made him forget fatigue. Mrs. F had eighteen years of English teaching experience. She had taken of English teaching from 1997 until now.

The teacher choice of Bitstrip media online relating to the topic being studied might have seemed boring to the students and that is why the teacher show little interest in some lessons with online media, such as Mrs. F’s lesson with Bitstrip. When asked the reason why she chooses Bitstrip for this lesson, Mrs. F answered that different teachers had different methods for teach. So she concluded

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<sup>4</sup> Carol Bertram et al., *Using Media in Teaching: Learning Guide*, Saide: 2010, p, 239.

<sup>5</sup> Interview made at October 2, 2015. *Teacher interview guide questions no. 1.*

that she used Bitstrip because Bitstrip easier, interesting, and there is condition is not make boring.<sup>6</sup> According Haughey and Anderson, 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 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.<sup>7</sup>

Not like in the first observation at Monday, August 10, 2015, in class tenth-eleventh (X-11) the writer is able to experience if teacher only using the book for learning together with students, the learning process there has been no significant progress. The student still crowded and do not pay attention to the explanation of the teacher. And what is more in SMAN 1 there is a change in the learning time into afternoon because the renovation of the room. As we know time is essential in human life. Time learning in school is the external factors that can affect student learning, if student learning English in the morning where the mind is still fresh and physical in good condition, the study results also well. Conversely, if students learn English in the afternoon that his physical state was tired, it will have difficulty in accepting the lessons. This is because the student is difficult to concentrate and think with the physical circumstances. Thus, the

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<sup>6</sup> Interview made at October 2, 2015.

<sup>7</sup> 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.

selection of appropriate learning time in school will have a positive influence on student learning.

The Bitstrip were viewed in connection with the narrative text that the students were supposed to write and discussed. In Mrs. F opinion, Bitstrip make some students motivated in writing and creation about someone or certain that hear or see. Bitstrip contains lesson that positive value in case of creativity. Mrs. F found Bitstrip in online media to be useful for her student's speaking skills: *"Naturally I belief when teacher be presenting media in teaching many things applicable students discussion at the beginning"*. If we often use them the student finally should switches itself could. The teachers also acknowledge that using Bitstrip, students will see a lot of vocabulary and usage the English language. As already Mrs. F said that:

*Ketika menggunakan Bitstrip, anak-anak akan melihat banyak kosa kata dan penggunaan dengan menggunakan Bahasa Inggris. Saya biasanya mencoba meramalkan atau menerka kata yang tidak familiar untuk siswa atau memberikan sebuah contoh agar siswa dengan sendirinya mengetahui artinya dari kata-kata tersebut.<sup>8</sup> When using Bitstrip, students will see a lot of vocabulary and usage by using the English language. I usually try to predict or guess unfamiliar words for students or given an example in order that the students by itself know the meaning of those words.*

Mrs. F added:

*Bitstrip mengajarkan banyak kosa kata dan juga membantu siswa untuk menggunakan banyak imajinasi dari pada hanya sebuah buku. "Wawasannya luas dari situ". Bitstrip teaches more vocabulary and also helps students for using imagination than just the book. "Her horizon extensive in there".*

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<sup>8</sup> Ibid

According Roit, Baker et al, Vocabulary knowledge in young children directly affects their later success in learning to read. Children who enter school with limited vocabulary knowledge fall even further behind over time in reading fluency and comprehension.<sup>9</sup> It is this active processing (doing things with words, from acting them out to creating graphic organizers) that brings students ownership of the new vocabulary. When asked if she thought that Bitstrip could help students cultivate a love for literature by encouraging them to read the book, Mrs. F answered:

*Sepenuhnya tidak bisa kita katakan iya atau tidak, tetapi dengan media online seperti Bitstrip mereka mulai terpengaruh dan saya katakan lumayan aktif membaca dan mencari tau. We cannot fully say yes or no but with online media as Bitstrip they begin to be influence and I say reasonable active reading and inquisitive.*

Mrs. F was convinced on commenting on the drawbacks of teaching with Bitstrip media online:

*Biasanya kalau yang saya alami sering adalah listrik padam, kalau menggunakan LCD untuk menunjukkan pembahasan materi yang diajar kemudian medianya. Kalau seperti sekarang biasanya WIFI lelet juga sangat mempengaruhi. Generally in the case of naturally often is light failure, which uses LCD for show material for teach students afterwards the media. As for now usually WIFI network slow it is also influence.*

Mrs. F believed that WIFI network were helpful in teaching about the understanding Bitstrip if network is good working. But at the same time she did not approve of the fact that network that is to be at fault. Nothing wrong with network, when learning process that teacher prepare in the class not be going like desirable, teacher must have second plane. Teacher with good learning process

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<sup>9</sup>Judy Willis, *Teaching the Brain to Read: Strategies for improving Fluency, Vocabulary, and Comprehension*, Alexandria, Virginia: USA, 2008, p. 80.

always unlimber when annoyance that come to him. Mrs. F direct give an example:

*Ketika LCD yang kita gunakan mati karena listrik padam sedangkan guru ingin menampilkan materi tentang nama-nama tumbuhan atau namanama bunga. Mau ga mau kita harus menggunakan rencana kedua misalnya kita kelapangan dan langsung mengamati tananman yang kita budidayakan. Jangan terlalu tergantung atau mengutamakan rencana pertama.<sup>10</sup>*

It depends on how to use media. If it's a part of what you are going to teach there are not many drawbacks but ought to teacher keep powder dry bad situation. However, she pointed out that some drawbacks of teaching with Bitstrip media online there are some benefit from use it. The main benefit of teaching with Bitstrip media online that Mrs. F had experience was the students' motivation to learn English. She also added:

*Yang saya rasakan dan yang saya alami adalah memudahkan siswa dan guru berinteraksi dimanapun dan kapanpun. Apalagi ketika cuaca yang tidak mendukung seperti ini tidak bisa mengandalkan tugas dan siswa belum memahami materi tersebut, maka dari itu, dengan menggunakan media yang tersebar sekarang ini bisa memberikan materi dimanapun dan kapan pun. It's easier for pupils and teacher for interactions anywhere and anytime. Especially when weather like this we cannot just share task and students not yet comprehend material about, so from itself, with this spread media nowadays can give material no matter where and any time.*

According Cole R, A., 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.<sup>11</sup>

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<sup>10</sup> Observation at September 21, 2015 time 10.00-11.35 A.M.

<sup>11</sup> 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.

Finally, in fact, the writer's feel was that Bitstrip in the narrative text would make the students motivation to learning. The writer also is able experience when weather unsettles learning activity that going on in beginning month up to this interview passed off. Weather is happening here and now making many school holiday because the extreme weather conditions of Palangka Raya. It consequence there is instruction from the education that all school were closed because the extreme weather like nowadays all schools from Kindergarten through High school holiday because the weather (shrouded in the smoke). Except to university student are not holiday. Teachers only give task stack and students occupied with task that many of the all kinds of subject. Cannot be blamed when the instruction was assumed the weather like this can make disease. Go to school for study, instead of getting the science students can suffer asthmatic (difficulty breathing) and many other diseases as well as with teachers.

When the writer mull over using Bitstrip media online like Mrs. F did, it is true that teacher using Bitstrip media that widespread for learning can helps teacher and students study in anywhere. Learn is not only in school but in home teacher and student can together study about the material. Mrs. F believed that it was easier for her students to understand text or material with Bitstrip. But at the same time she approve of the fact that book more give added significance.

Broadly speaking, the teacher tries to be a quality teacher. A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communication/interpersonal skills. Quality teachers are life-long



learners in their subject areas, teach with commitment, and are reflective upon their teaching practice.<sup>12</sup> She transfers knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles.

## **2. How do teacher and students use instrument of Bitstrip media online in teaching narrative text**

The second research problem pertained to how do teacher and students use instrument of Bitstrip media online in teaching narrative text. It should be noted first that the writes had an impression that the teachers coordinated her learning with Bitstrip. The teacher and students use instrument of Bitstrip was conducted on August 19<sup>th</sup> 2015.<sup>13</sup> In this observation, the writer focused on teacher and students use instrument of Bitstrip media online in teaching narrative text, the process can be explained as follow:

### **a. Teacher use instrument of Bitstrip**

There are three phases those are teacher instrument in the class:

#### **1) Pre-activity**

The teacher responds to greeting and praying together, teacher does the present list, giving a brainstorming question in accordance with the material, and teacher preparing students to view the online media associated with the material to be taught.

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<sup>12</sup> Amy M, et al., *Improving Student Learning By Supporting Quality Teaching: Key Issues, Effective Strategies*, Editorial Projects in Education, Inc., 2011, p, 5.

<sup>13</sup> Field Note in Appendix 2.

## 2) Whilst-Activity

Point observing teacher explains about narrative text (give definition, grammar, and example), teacher explains to students that they will learn narrative with Bitstrip, teacher starts with activate Bitstrip. Teacher show lesson on Bitstrip that make student's focus as we know that the use of new technologies is an integral and driving component of education growth like Rory McGreal and Michael Elliott.<sup>14</sup> One way to support teaching and learning is using online media. From the interview using Bitstrip as media online in teaching, students will be more interests in learning. Teacher use instrument of Bitstrip in teaching narrative text includes the following step for teacher like in chapter II.<sup>15</sup> Teacher given the direction indeed students will use Bitstrip media in learning, she invite students in using and start to give students direction in order to can themselves, when all students getting the picture from teacher direction, students may practice with seatmate, and teacher watch and take for granted when the practice be mistaken its use.

Point questioning teacher directing students to explore their idea with Bitstrip in learning narrative text, point exploring teacher assigning students to try open Bitstrip and teacher guider for learn using Bitstrip. Point associating, teacher giving a feedback to students about the result in trying to write, point communicating or discussion teacher brings the students in class discussion with all students.

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<sup>14</sup> 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.

<sup>15</sup> The procedure of Bitstrip in *Chapter II*.

### 3) Post-Activity

Teacher asking students to summarize the learning, teacher giving a test, and giving the information further discussion in future meetings.

Finally, when the last activity in class, teacher fill in on students that's tomorrow holiday until September 25, 2015 because the weather condition very extremely bad in Palangka Raya. Before closing the activity teacher give directions to students that they will do task with Bitstrip in home till at a set time. Based on the findings above, the teacher use instrument of Bitstrip media online in teaching narrative text could be summarized on follow:

**Table 4.1**

#### The result of observation

Phase	Teacher activities	I		II		III		IV	
		Yes	No	Yes	No	Yes	No	Yes	No
Pre activity	1. Teachers respond to greeting and praying together.	✓		✓		✓		✓	
	2. Teacher does the present list.		✓	✓		✓		✓	
	3. Teacher giving a brainstorming question in accordance with the material to be delivered.	✓		✓		✓		✓	
	4. Teacher preparing students to view the online media associated with the material to be taught.	✓		✓			✓		
Whilst activity	<b>Observing</b>								
	1. Teacher explains about narrative text.	✓		✓			✓	✓	
	2. Teacher gives example about the text.	✓		✓		✓		✓	
	3. Teacher explains to students that they will learn narrative with Bitstrip.	✓				✓		✓	
	4. Teacher started with activate Bitstrip.	✓		✓		✓		✓	
	<b>Questioning</b>								
	1. Teacher directing students to explore their idea	✓		✓		✓		✓	

	<b>Exploring</b>								
	1. Teacher assigning students to try open Bitstrip.	✓		✓		✓		✓	
	2. Teacher guides for learn using Bitstrip.	✓		✓		✓			✓
	<b>Associating</b>								
	1. Teacher giving a feedback to students about the result in trying to write.	✓		✓		✓		✓	
	<b>Communicating</b>								
	1. Teacher encouraging the students to get involved in class discussion.	✓		✓		✓		✓	
Post activity	1. Teacher asking students to summarize the learning.	✓		✓		✓		✓	
	2. Teacher giving a test.	✓			✓	✓		✓	
	3. Giving the information further discussion in future meetings.	✓		✓		✓		✓	

b. Students use instrument of Bitstrip

If it were a teacher, the students' instrument has three phases in the class:

1) Pre-activity

The students at the beginning say greeting and praying together which chief of class, students' attention the present list, found out a brainstorming question in accordance with the material, and students' response the teacher preparing to view the online media associated with the material to be taught.

2) Whilst-Activity

Point observing students' attention toward the teacher explains about narrative text (give definition, grammar, and example), students' activeness during teaching and learning process using Bitstrip media online in narrative text.

Point questioning student explore their idea with Bitstrip in learning narrative text

Point exploring students' response toward the teacher's order to start learning with Bitstrip in seatmate. Some learning process using Bitstrip as follow:

- a) Students direct to [www.Bitstripforschool.com/login](http://www.Bitstripforschool.com/login).
- b) Students enter the unique class code.
- c) Students find their name in the dropt-down list.
- d) Students create a personal password.
- e) Students start with the activity o narrative text.

Point associating student found out a feedback about their writing and using Bitstrip media online in class and the last point in whilst activity is communicating students' interaction to other and the teacher in class discussion.

### 3) Post-Activity

Students' activeness during summarize in learning, student found out a test, and information further discussion in future meetings.

Based on the findings above, the students use instrument of Bitstrip media online in teaching narrative text could be summarized on follow:

**Table 4.2**

#### **The result of observation**

Phase	Student's activities	I		II		III		IV	
		Yes	No	Yes	No	Yes	No	Yes	No
Pre activity	1. Greeting and praying together.	✓		✓		✓		✓	
	2. Students' attention the present list.		✓	✓		✓		✓	
	3. Students' found out a brainstorming question in accordance with the material to be delivered.	✓		✓		✓		✓	
	4. Students' response the teacher to view the online media associated with the material to be taught.	✓		✓			✓	✓	

Whilst activity	<b>Observing</b>							
	1. Students' attention toward the teacher explains about narrative text.	✓		✓		✓		✓
	2. Students' activeness during teaching and learning process using Bitstrip media online.	✓		✓		✓		✓
	<b>Questioning</b>							
	1. Students explore their idea with Bitstrip.	✓		✓		✓		✓
	<b>Exploring</b>							
	1. Students' response toward the teacher order to start learning with Bitstrip.	✓		✓		✓		✓
	<b>Associating</b>							
	1. Students found out a feedback to about the result in trying to write using Bitstrip media online.	✓		✓		✓		✓
	<b>Communicating</b>							
Post activity	1. Students' activeness during summarize in learning.	✓		✓		✓		✓
	2. Students found out a test.	✓			✓	✓		✓
	3. Found out the information further discussion in future meetings.	✓		✓		✓		✓

Important aspect in using Bitstrip media online in teaching learning narrative text that learning support with pre while, post viewing activities in learning more efficient. It was also interesting to discover how the teacher organized the showing of Bitstrip in the class. Concerning the frequency of the use of Bitstrip in class, the teacher said that she showed Bitstrip because related to material, relevant for the subject. Therefore, the teacher believed that the Bitstrip used in narrative text helped she to develop her students' writing skills being trained during the viewing itself. The majority of the students also said that Bitstrip made them more interested in doing written task, as opposed to one third

of the students who disagreed with the statement. Thus, one may conclude that Bitstrip help and moreover are more efficient at developing writing skills.

### **3. How is the students' response in learning narrative text using Bitstrip media online**

Finally, the writer was also focused on finding out how is students' response in learning narrative text using Bitstrip media online. According to Gulo response is a reaction or the response that reckon on stimulus or form stimulus result mentioned.<sup>16</sup> To know the students' response in learning narrative text using Bitstrip media online, the writer distributed questionnaire in the last activity. This section presents the findings from the questionnaires answered by tenth-nine grade student from the case study school, comprising 36 students filled in the questionnaire consisting of fifteen statements on the use of Bitstrip media online in teaching narrative text each of them had five options namely: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). For know the score of questionnaire that acquired from situation students' response at class tenth-nine of SMAN 1 Palangka Raya using Bitstrip media online ascertainable in table 4.1 bellow:

**Table 4.3**

**The Score of Questionnaire**  
(See Appendix 9)

<b>No.</b>	<b>Name</b>	<b>Code</b>	<b>Score</b>
1.	Al Hillal Fallah	S1	53
2.	Aldy Febrianto	S2	48
3.	Eva Puspita	S3	57

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<sup>16</sup> Sandra Pratama Sutrisno., *Pengertian Respon*, accessed in <http://pratamasandra.wordpress.com/category/materi-kuliah/>, (Online Thursday, 18 June 2015 time 19.59 P.M.).

4.	Ezra	S4	65
5.	Ferdinan Freivan Nault Napitu	S5	58
6.	Ferisa Wanda Gabriella	S6	57
7.	Ferolina Muliana Tanjung P.	S7	57
8.	Florensia Verin	S8	51
9.	Fransisca Fethy Angelina	S9	54
10.	Frina Meisha Andita Wineyni	S10	52

Test the validity of the questionnaire in the use of Bitstrip media online in teaching narrative text is done with computer program Excel. Item questionnaire that tested is fifteen statements. Based on the findings above, the students' response to use of Bitstrip media online in learning narrative text could be summarized in the following sections:

- a) Table 1 present an overview of the questionnaire responses on the affective aspect of using Bitstrip.

**Table 4.4**

**Affective aspect of using Bitstrip**

Statement (N=36)	Responds					Percentage
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Narrative texts with Bitstrip are fun entertaining	17 (47.2%)	14 (38.9%)	4 (11.1%)	0%	1 (2.8%)	36 (100%)
I do not like narrative text when my teacher uses Bitstrip	0%	7 (19.5%)	21 (58.3%)	8 (22.2%)	0%	36 (100%)
Bitstrip in narrative text help me to gain confidence in writing to my classmates.	4 (11.1%)	22 (61.1%)	9 (25%)	0%	1 (2.8%)	36 (100%)

As table 1 show, the large majority of the students (86.1%) agreed or strongly agreed that narrative texts with Bitstrip are fun and entertaining. The



same tendency can be seen with regard statement that teacher used Bitstrip they did not like narrative text, the students (22.2%) disagree. There was, however, a greater spread in answer about whether Bitstrip helped the students to gain confidence in writing to their classmates: 72.2% agree or strongly agreed, there out of 25% neutral with the statement.

b) Table 2 provides an overview of how the students perceived the educational benefits of using with Bitstrip.

**Table 4.5**

**Perceived the educational benefits of Bitstrip**

Statement (N=36)	Responds					Percentage
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I learn more English during narrative text with Bitstrip	0%	24 (66.6%)	11 (30%)	0%	1 (2.8%)	36 (100%)
I learn in a more efficient way during narrative text with Bitstrip.	4 (11.1%)	16 (44.4%)	11 (30%)	4 (11.1%)	1 (2.8%)	36 (100%)

As table 2 shows, approximately half of the students agreed or strongly agreed that they learned more English during narrative text with Bitstrip, whilst one out of tenth students neutral (30%). In addition, sixteen students (44.4%) agreed that they learned in a more efficient way during narrative text with Bitstrip, while a greater spread in answer disagree one out often five that learn more efficient way during narrative text with Bitstrip and 30% neutral with the statement.

- c) Table 3 provides an overview of the students' response to the frequency of using Bitstrip in relation to vocabulary growth.

**Table 4.6**

**The frequency of using Bitstrip**

Statement (N=36)	Responds					Percentage
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Learn with Bitstrip do not help me to increase my vocabulary.	0%	15 (41.6%)	2 (5.5%)	17 (47.2%)	2 (5.5%)	36 (100%)
Learn with Bitstrip help me to increase my vocabulary a lot.	6 (16.6%)	23 (64%)	6 (16.6%)	0%	1 (2.8%)	36 (100%)

As table 3 shows, half all of the students (52.7%) disagree or strongly disagreed that learn with Bitstrip did not help them to increase their vocabulary. In contrast, approximately thirty students agreed or strongly agreed that learn with Bitstrip helped them to increase their vocabulary considerably, while roughly one out of tenth students neutral.

- d) Table 4 illustrates how the students evaluated the role of Bitstrip on the development of their oral language skills.

**Table 4.7**

**Bitstrip of oral language skills**

Statement (N=36)	Responds					Percentage
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Bitstrip in narrative text provides me with topics to communicate in English with other classmates.	2 (5.5%)	17 (47.2%)	15 (41.6%)	1 (2.8%)	1 (2.8%)	36 (100%)

Bitstrip in narrative text helps me to understand oral English better than just a book.	10 (27.8%)	4 (11.1%)	20 (55.5%)	1 (2.8%)	1 (2.8%)	36 (100%)
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As table 4 shows, slightly less than half of the students agreed or strongly agreed that Bitstrip provided them with topics to communicate in English with their classmates, while two out of five disagreed or strongly disagree. Furthermore, the same thing two out of five of the students disagreed or strongly disagree, that Bitstrip in narrative text helped them to understand oral English better than just a book. Finally, as many as 38 % of the students agreed or strongly agreed that Bitstrip in narrative text helped them to understand oral English better than just a book.

e) Table 5 demonstrates how the students evaluated the role of Bitstrip in narrative text on the development of the other language skills, namely reading, writing, and vocabulary growth.

**Table 4.8**

**The development of the other language skills**

Statement (N=36)	Responds					Percentage
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Bitstrip in narrative text inspires me to read books that I may have previously had little interest in order that I did not know about before.	0%	12 (33.3%)	23 (63.9%)	0%	1 (2.8%)	36 (100%)
Bitstrip in narrative text makes me more interested in doing written task	5 (13.9%)	17 (47.2%)	11 (30%)	2 (5.5%)	1 (2.8%)	36 (100%)

Bitstrip in narrative text helps me to learn vocabulary.	4 (11.1%)	19 (52.8%)	12 (33.3%)	0%	1 (2.8%)	36 (100%)
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As table 5 shows, slightly less than half of the students agreed that Bitstrip in narrative text inspired them to read books, whilst roughly half of the students neutral with the statement. As for writing skills, almost every student agreed or strongly agreed that Bitstrips made them more interested in doing written tasks, as opposed, roughly one out of five of students who disagreed with the statement. Finally, nearly half of the students (63%) agreed or strongly agreed that Bitstrip helped them to learn vocabulary, whilst only one in ten students strongly disagreed with the statement.

f) Table 6 shows the students' responses about the cultural and contextual aspect of using Bitstrips.

**Table 4.9**  
**The cultural and contextual aspect**

Statement (N=36)	Responds					Percentage
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Real life context in Bitstrip help me to learn about the English-speaking cultures.	2 (5.5%)	28 (77.8%)	3 (8.3%)	2 (5.5%)	1 (2.8%)	36 (100%)
Bitstrip in narrative text is the best way to see how people communicate in real life and in different situations.	6 (16.7%)	13 (36.1%)	16 (44.4%)	0%	1 (2.8%)	36 (100%)
Bitstrip in narrative text helps me to understand how certain words and expressions are used in real life.	2 (5.5%)	29 (80%)	3 (8.3%)	1 (2.8%)	1 (2.8%)	36 (100%)

As table 6 shows, the large majority of the students (85%) agreed or strongly agreed that Bitstrip in English helped them to understand how certain words and expressions were used in real life, while just under than one in five disagreed or strongly disagreed. Roughly tenth out of twenty agreed or strongly agreed on Bitstrip being the best way to see how people communicate in real life and in different situations, while one student strongly disagreed. Finally, 83% of the students agreed or strongly agreed that real life contexts in Bitstrip helped them to learn about English-speaking cultures, as opposed almost the entire student disagreeing or strongly disagreeing with the statement and the students who neutral with the statement accounted for 8% of the respondents.

The overwhelming majority in the questionnaire found English lessons with Bitstrip fun and entertaining. Moreover, during the observation of Mrs. F lessons, the students seemed to be relaxed and there were no signs of them being bored, nervous or frightened. The responses of students to these lessons with Bitstrip were mostly positive because the lessons were likely to have provided them with a low - stress learning environment. The same tendency can be seen with regard statement that teacher used Bitstrip they did not like narrative text, the eight students (22%) disagree.

On the basis of the results of the student questionnaire, however, slightly less than half of the students agreed or strongly agreed that Bitstrip provided them with topics to communicate with classmates. Yet this might have been caused by the teachers using different kinds of Bitstrip from the students' everyday experiences and practices. Thus, the study confirmed that Bitstrip to a certain

extent helped to develop the students' writing skills via critical-thinking activities, another important aspect concerning what was being taught and learned through Bitstrip was vocabulary. Almost nearly half of the students said that Bitstrip helped them to learn vocabulary and approximately thirty students agreed or strongly agreed that learn with Bitstrip helped them to increase their vocabulary considerably, while roughly one out of tenth students neutral. In addition, half of the students acknowledged the role of the Bitstrip on the development of their writing skills. Roughly tenth out of twenty of the students agreed on Bitstrip being the best way to see how people communicate in real life and in different situations. Thus, the Bitstrip helped to how to use the language appropriately in different situations, depending on such factors as the relationship between the speakers, the setting, and the context of the situation.

To sum up, the study in the case study school revealed that the Bitstrip used in narrative text helped the students to practice the skills, as well as to acquaint them better with the topic being studied, increase vocabulary, introduce the target language cultures and lastly. On the basis of the lessons observations, the writer had an impression that someone response can be type of good and bad, positive or negative. When positive response then people of pertinent tended to like or approach the object, whereas negative response tended to keep away from the object.

Finally, an additional advantage of using Bitstrip is make learning more efficient if you know how to use Bitstrip and can easily find one to use. Where this is impossible, it may well be better for teacher to focus on improving their

manual procedures and systems. The students can discuss about material anywhere and anytime because the Internet is a global web of computers that are connected to each other. This connection enables computer users to share information and resources and for connect to the Internet is very relevant. Either you can use a telephone connection (dial-up networking) through a modem, or you can have a dedicated line that permanently connects you to Internet through an ISDN line.<sup>17</sup>

## **B. Discussion**

This section presents the discussion based on the findings of the study. The discussion is concerned with the use of Bitstrip media online in teaching narrative text carried out in the case study school of SMAN 1 Palangka Raya. As stated in the previous chapter III, the writer implemented the following some instrument in the project: observation, interview, questionnaire, and documentation.

In section 1, the chapter first presents the data acquired in the observations with one class from the case study school: one class taught in the tenth-nine grade. The writer observed teacher English with Bitstrip media online taught by the interviewed English Teacher is Mrs. F. During all her observations, the writer took a seat at the back of the classroom in order to have the possibility to observe the whole class and take field notes.

Second, section 2 presents the data acquired in the interviews with one teacher from the case study school. The one interviewed teachers are given the lesson is Mrs. F.

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<sup>17</sup> Carol Bertram et al., *Using Media in Teaching: Learning Guide*, SAIDE/Oxford, 2002.

Third, section 3 present the student questionnaire data. In total, 36 students filled in the questionnaire consisting of fifteen statements on the use of Bitstrip media online in teaching narrative text. This section also gives an account of the students' answers to questionnaire.

Finally, the documentation of the case study school with Bitstrip media online is described in section 4. The writer documented English teacher with Bitstrip of teaching learning process in the class, the students' name, sample of Bitstrip.

The aim of the use of instrument is the writer can answer the research problem and the writer can know use of Bitstrip media online in teaching especially in narrative text.

After conducting the study, the writer found that the students in the class tenth-nine really looked excited with the use of Bitstrip in learning narrative text. So, they followed the teaching and learning process enthusiastically. The Bitstrip would not be really difficult for the students. The explanations below show the advantages of using Bitstrip media online in teaching narrative for students:

- a. Bitstrip gave the students real and exact data of the things they were instructional. Through Bitstrip, the students can express their ideas in understanding the narrative text product easily.
- b. Giving Bitstrip for the students will interest them, since at their age they are curious at anything.
- c. The students can enrich their new vocabularies. They are able to know the meaning of a particular word by looking at the comics.



We all know that every technique has its limitation. It happens to this media too. The use of Bitstrip media online also has disadvantages that may give problems to the teacher. The disadvantages are described below:

- a. It must be in an area that is connected to the Internet, whether it is through a modem or a WIFI. It needs extraordinary equipment, such as laptop, Smartphone. The teacher should provide in focus also and need more time for the preparation.
- b. Not all students can be able to direct habitually with a new medium in teaching learning process.
- c. For more effectiveness, teaching learning process by using online media as Bitstrip better done in language laboratory.