

CHAPTER V

CLOSING

This chapter consists of conclusion and suggestions that are related to the research findings and discussion.

A. Conclusion

This thesis aimed at exploring the use of Bitstrip online media in teaching narrative text at tenth graders of SMAN 1 Palangka Raya. Thus, the study was performed in the form of a case study. The study addressed three research problems regarding the use of Bitstrip media online in teaching narrative text in the case study school: why does teacher use of Bitstrip media online in teaching narrative text, how do teacher and students use instrument of Bitstrip media online and how is the students' response in learning narrative text using Bitstrip media online.

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

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 that she used Bitstrip because Bitstrip easier, interesting, and there is condition is not make boring. Bitstrip in narrative text teach they to make story in past so that they could discuss it and produce a written text on it afterwards. The Bitstrip were

viewed in connection with the narrative text that the students were supposed to write and discussed.

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

The teacher and students use instrument of Bitstrip was conducted on August 19th 2015. Teacher and students has three phases those are instrument in the class:

- 1) Pre-activity
 - 2) Whilst-Activity
 - 3) Post-Activity
- ## 3. How is the students' response in learning narrative text using Bitstrip media online

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.

Bitstrip appeared to be extremely helpful for the students' vocabulary growth. The teachers did not generally practice vocabulary pre-teaching, which provided the students with the opportunity to acquire vocabulary in Bitstrip. It also seems that the students' vocabulary growth benefited to a large extent from Bitstrip, were in English.

Finally, the thesis has reflected on the possible outcomes, benefits and drawbacks of teaching with Bitstrip in the case study school, which could be useful for other teachers to be aware of in order to improve their methods of teaching. Given the fact that there are schools, one may assume that there are

teachers who have very little experience of using Bitstrip media online in English lessons in those schools. Thus, such teachers could benefit from reading about research on the use of Bitstrip in teaching narrative text.

B. Suggestions

From the conclusion stated above, this study wants to propose some suggestion that might be useful:

1. For the teacher, they should be to improve the students' ability in understanding the English lesson anywhere and anytime. The use of Bitstrip media online should be maintained frequently and recommended to English teachers, especially to teach senior High School students in order to attract their motivation in learning English to be active.
2. For the 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.
3. For the readers and other researcher, this study may give positive advantage information, some experiences, perception and knowledge on the use of Bitstrip as online media in teaching.

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