

Chapter Two

Literature Review

This chapter will discuss the opinion of some experts that are related to the research topic. There will be several theories that are used by the researcher to support this research. It is also including the process of learning English and Storybird. The Storybird will focus on several headings such as the definition of Storybird, the procedure to implement Storybird, the advantages, and weaknesses of Storybird. Besides, this chapter will also discuss the review of related research and conceptual framework.

The Use of Technology in Language Learning

Education is an attempt to influence and help children to improve their knowledge. In education, teachers use different strategies in the teaching and learning process. Learning strategy here could mean traditional learning or modern learning. Traditional learning can be seen when the process of teaching and learning in the classroom is still dominated by the teacher. Richards and Rodgers (1999) noted that teacher-centered English language teaching that focuses on memorizing and translating structure that is highly controlled sentences are replaced by student-based teaching. Meanwhile, modern learning can be regarded as learning that utilizes technological developments. Mehlinger and Powers (as cited in Zharey-Ee & Shekarey, 2010) argued that In general, technology is new electronic media such as related hardware, computers, projectors, and software such as video, internet networks that allow teachers and students to work with them, especially in education.

Nowadays, technology has become part of the teaching and learning environment. Technology is one of the sources used by teachers to help facilitate the student's learning process. Stosic (2015) said that, with the use of technology in education, students can understand teaching materials and repeat material that is not sufficiently clear by themselves, and can track their learning progress. Bransford, Brown, and Cocking (2000) explained that there are five technological roles in education such as bringing real-world experience into the classroom, making it easier for students to do complex tasks, being able to receive more sophisticated and individual feedback, making it easy to interact with teachers, students, parents, and other communities, have the opportunity to improve quality teacher.

By using technology all aspects of human life can be easily fulfilled especially in education. With the development of technology and information especially computers, learning is faster and easier. Students can learn actively in class. Raja and Nagasubramani (2018) said that with technology, education becomes interactive and aggressive.

Storybird

Storybird is one of many applications that is used for the teaching and learning process. This sub-section will be focused on several heading such as the definition of Storybird, the advantages of Storybird, the challenges of Storybird, and strategies to overcome the challenges.

Definition of Storybird. Storybird is one of the applications that is based on technology that has been created by Mark Ury to help students in reading and

writing English stories. Storybird and Nordin (2010) stated that “Storybird is a web 2.0 tool created by Mark Ury that supports the collaborative storytelling with the use of art galleries that inspire people to create stories” Mark creates Storybird using images to inspire students to read and write English stories. Storybird can be regarded as an application that makes everyone who uses it more creative in writing, reading, and learning English. As stated by Storybird, (2018), Storybird is a platform for creative communities of readers, writers, artists, and educators. As mentioned in Storybird, Storybird allows students to work with two things, one with words, one with pictures, and then share them via the network. (Nordin, 2010).

Actually, Storybird is just an application for writing and reading, but by asking students to write their own stories, the teacher also can ask students to read stories they have written in front of the class and other students can be listening to it. Therefore, Storybird will not only improve students' writing and reading skills but also can improve their speaking and listening skills.

Advantages of Storybird. Storybird can be done in groups simultaneously in the classroom or outside the classroom with the condition of Wi-Fi access. Learners might find that Storybird can be very useful for learners at any level. Storybird is made to increase interest in writing or reading for students. There are many images provided in Storybird that can make students more interested in writing or reading. At the end of the lesson, students can also exchange stories with other students so that students can check grammar or vocabulary in the story. Menezes (2012) outlines that Storybird is a tool that focuses students on writing

skills rather than drawing. Another statement came from Ramirez (2013) who said that Storybird makes students understand grammar more and add English vocabulary. Storybird can also be useful to increase students' English skills to be better such as speaking skill. By using storytelling which has been written by students in Storybird, students can also improve their speaking skills.

Ikramuddin (2017) has conducted research that proves to apply storytelling techniques in teaching can improve students' speaking skills. To improve students speaking skills with Storybird, the teacher can ask the students to read loudly their stories which have been written in Storybird in front of the class.

In addition, there is also a statement from Dabbs (2013) who believed that Storybird is a fun platform and encourages students to increase creativity. Storybird provided a lot of images but most of them are not related to each other, so the students are forced by the teacher using their creativity to make or write a story using those different images. Storybird is also a tool that can make the students understand the material easily. Yunus and Ishak (2018) stated that Storybird can help students strengthen the content they have learned in class. Storybird provides students with digitally producing creative stories. Therefore, the students can make a lot of stories, essays, even poetry, so by producing a lot of stories students can strengthen the content about writing skills they have learned in class. In conclusion, some advantages that found by the researcher, namely Storybird improving students writing, reading, and speaking skills, adding English vocabulary, help to understand grammar better, increasing student's creativity, and helping students understand the lessons easily.

Challenges of Using Storybird. Despite its amazing features, there are also some challenges of using Storybird. First, the students do not understand the purpose of the application used. They just follow the instruction of the teacher. Zakaria, Yunus, Nazri, and Shah (2016) said that the use of a Storybird should be promoted by the teacher to the students. When learning English using Storybird in class there were still many students who ask questions about the features in Storybird. Many of them were confused about the function of the features in Storybird.

Second, most of the images provided in the Storybird are not related to each other. This causes students difficulty in making stories using images in the Storybird. As mentioned by Hidayat (2019), one of the shortcomings of Storybird is the incompatibility of images with the storyline. Third, Storybird requires an internet connection and with the internet connection sometimes students who are not watched by the teacher will use the internet arbitrary and seek information that should not be seen by them. As we know the internet has a lot of good effects but it also has view bad effects for students. Sharples, Graber, Harrison, and Logan (2015) discussed the dilemma by allowing children to learn to use the internet and protect them from harmful internet side effects at the same time. Internet poses certain risks to the younger generation), such as inappropriate content (violent and pornographic material), bullying (sending painful messages/images), dangerous adults (such as pedophiles) and fraud or cheating (for example copy paste online material). Fourth, another weakness of Storybird is because the internet connection is needed, but the internet connection is sometimes difficult to be

accessed by teachers or students. The researchers have also found out the deficiency of the use of the Internet in education. Brandstrom (2011) researched on the use of the internet in learning and one of the disadvantages that students mention is the lack of internet access.

In conclusion, there are some challenges of Storybird such as Storybird have confusing features, incompatible images with the storyline, requires internet access, and the internet have some harmful side effects.

Strategy to Overcome Challenges of Using Storybird. The main thing that is related to the use of this application is the internet. Before using this application, students must have an internet connection. It is because most of the technology-based e-learning uses the internet connection. According to Arkorful and Abaidoo (2014), “Technology-based e-learning encompasses the use of the internet and other regulate courses in an organization”. The problem is that when dealing with the internet, it is very vulnerable for students to access things that the students should not access. Therefore, teachers are faced with a new pedagogical challenge that is to teach their students how to use the Internet responsibly. This task is a heavy burden for teachers, as it is combined with other educational tasks that are to explore how to use the Internet and to promote learning in general. Chapman (as cited in Brandstrom, 2011) mentioned that the teachers should keep updated on technological development.

Lack of internet connection is also a problem for students. Therefore, students can search for free Wi-Fi locations or study with their friends who have internet access so students do not miss the lesson. Priantama (2017) Wi-Fi technology

gives users the freedom to access the internet and has been widely used in various places such as meeting rooms, hotel rooms, campuses, and cafes marked HotSpot Wi-Fi. According to Wertz (2014) using Storybird in groups can help students share experiences and produce digital storybooks. In conclusion, there are some strategies to overcome the challenges of using Storybird such as teacher should help the students use the internet responsibly, students can search free wifi location, and also students can work as a group.

Review of Related Studies

There was a study that has been found by the researcher that reviewed the use of Storybird in the process of learning English. In this research, the researcher will summarize that related research to obtain the main point of the study. The first research by Ramirez (2013) related to the use of Storybird in improving writing narrative text. In his research, he mentioned the data analysis procedure that he used was based on a grounded theory because the data is constantly and systematically compared. Data collected by giving tests were based on a comparative analysis of pre and posttest, in which learners made stories based on the real task of the First Certificate in English or the FCE exam. They were classified into three groups based on their performance. The study found that two of the three groups that used the Storybird led learners to improve certain aspects of written language. They became more aware of the use of structures, increased their vocabulary and attempted to write more complex sentences increased while one group needed to be directed by the teacher to obtain maximum results.

The second research was by Hapsari, Seniwegasari, and Fauzi (2016). The research was about the effectiveness of Storybird in improving writing recount text. The data were analyzed using t-test. Since there were only two groups involved in this study, a t-test was used to determine if there was any statistically significant difference between the mean score of the experimental and control group. Both groups (control groups and experimental groups) received pre-test and post-test, but only the experimental group received treatment. The experimental group would be taught using the Storybird platform, where the control group was taught by conventional methods. This lesson aimed to improve students' skills in writing recount texts. The study found that the use of Storybird was an effective platform for improving student's writing skills in recount text. There was a significant difference in writing skills between the experimental group students and the control group. It can be seen from the final score of both of the groups that after the pre-test, the experimental group obtain a score of 67.40 and the control group obtains a score of 70.40. After two treatments were given by researchers in the experimental group, the post-test score of the experimental group was higher than the control group, where the experimental group received 79.00 and the control group got 74.00.

The third research was from Zakaria, Yunus, Nazri, and Shah (2016). This study was entitled "Students' Experience of Using Storybird in Writing ESL Narrative Text". The researcher used a qualitative method which included a semi-structured interview as a research design to have an in-depth understanding of the student's experience. There were 15 students mixed proficiency levels taken by

the researcher in this study. The researcher used the purposive sampling method to explore the student's experiences in using Storybird in writing narrative text. The respondents were asked to work individually and collaboratively among themselves. Semi-structured interviews were used by the researcher as the data analysis, which was very familiar with the students although they had different proficiency levels in English. At the end of this study, the researcher found that there were several respondent's opinions about Storybird: 1) Storybird captured students' interest in writing as the aforementioned features facilitated the development and elaboration of the storyline; 2) Writing via online tool brought a sense of authority to the students, allowing them to feel that their voice is heard; 3) The use of Storybird helped students to develop their interest and a sense of authority in writing, knowing that they can write and express themselves via online tool; 4) Another important finding was discovered where some students preferred working individually and some students liked to work collaboratively.

There are several similarities and differences which are the comparisons of this study with three studies mentioned earlier. The similarities of this study with three previous studies are both the previous study and the current study use Storybird as the main topic; both studies also use qualitative methods by interviewing several students to obtain more detailed data. The difference in this research with the three previous studies is where this research is held. This research will be conducted at Muhammadiyah University of Yogyakarta by focusing on English students who have previously used Storybird. This study will also examine their experiences when using Storybird as well as the advantages

and challenges of using Storybird. This study wants to highlight whether Storybird influences in the development of English language students.

Conceptual Framework

The conceptual framework is not just a collection of concepts, but construction in which each concept plays an integral role. According to Miles and Huberman (as cited in Jabareen, 2009), a conceptual framework “lays out the key factors, constructs, or variables, and presumes relationships among them”.

This study will be conducted at an English Language Education Department and it is about the use of Storybird in the process of learning English. Storybird has a role to improve students' English ability. Storybird is one of the applications that is based on technology to help students in reading and writing English stories. Storybird is an application that makes everyone who uses it more creative in writing, reading, and learning English.

This research is aimed at students who have used Storybird to learn English. In this study, the researchers want to know the advantages of using Storybird in learning. The researchers also want to know the challenges faced by students when using Storybird. After knowing the challenges faced by students, the researchers want to know how students overcome these challenges.

The conceptual framework of this study is described in the following figure.

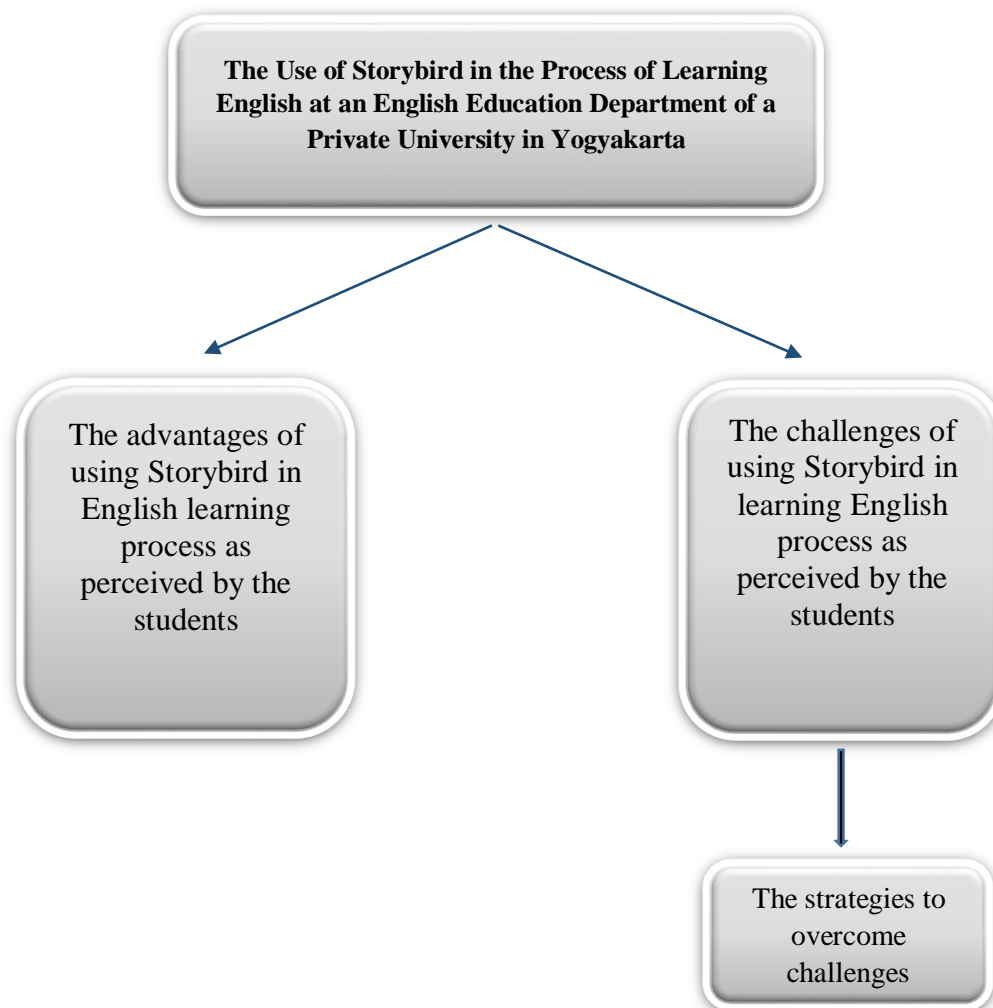


Figure 1. Conceptual Framework