

Chapter One

Introduction

This chapter explains the description of the implementation of using Storybird in the process of learning English at an English Language Education Department (ELED) in a private university of Yogyakarta. Firstly, the researcher presents the background that includes the reasons why the researcher chose the title. Secondly, the researcher explains the statement and the limitation of the problem, research questions and then the purpose of the study. The last is about the advantages of the study an outline of the study.

Background of the Study

English is the language that is used by most of the countries in the world. Therefore, the countries that do not use English as the first language must learn English to interact with people in other countries in the world. In Indonesia, English is taught as a foreign language like in other countries. In learning English, students are expected to be able to master some skills. There are four skills that need to be mastered by students namely listening, speaking, reading and writing. Chen (2007) states that “during the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language”(p. 28). In addition, English Curriculum Standards for Nine-Year Compulsory Education (as cited as Nan, 2018) requires that improving four language skills in language learning and communication is an obligation for students to improve their communication skills in English.

To master those skills, most of the teachers in Indonesia use an old strategy to teach their students. For example, when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chance to participate actively. It is because most of the teachers in Indonesia still use traditional teaching methods such as learning-focused only on the teacher in the classroom. It was mentioned by Yunus (2018), not a few teachers today still carry out the teaching-learning process with a top-down pattern or the teacher acts as the subject and students as learning objects. Although the government has issued several ways to change the learning system in Indonesia such as changing the curriculum, there are some Indonesian teachers who are still not familiar with the system and they are still using the traditional way. Yunus (2018) also said that the application of the 2013 curriculum was once forced to be canceled due to teachers who did not understand correctly so that learning did not run optimally.

Another traditional way that is still used by some teachers in Indonesia is that most of them still use books as a teaching guide in the classroom. It is not the wrong thing, but it is admitted that today we are in an age where technology plays an important role in human life. There is also the reason why the researcher chose technology as the topic of the research. As we know that people right now especially students cannot get away from technology and it is like their life depends on it. Therefore, it would be necessary for teachers to move on from the traditional teaching method into a technological based teaching and learning method. Hennessy, Deany, and Ruthven (2015) argued that “the introduction of

ICTs could act as a catalyst in stimulating teachers and pupils to work in new ways” (p. 12)

Based on the experiences of the researcher who is studying at one Islamic private university in Yogyakarta, the researcher has found that teachers or lecturers who teach at this university already applied technology as a tool for teaching in the classroom. Technology that has been used is in the form of hardware and software. Some of the hardware used in this university are computers, projectors, speakers, laptops, and access to the internet. The software is in the form of Schoology, Edmodo, e-learning, Google from, Storybird and other software. The problem is there are still some students who do not properly use those technologies. For example, most of them bring their laptops or mobile phone and use the access to the internet just to open their social media instead of searching for information about the lesson.

In this study, the researcher wants to focus more on Storybird. Storybird is a language art tool. Storybird is also known as a website that can be used to create short stories or long stories for students or other users. Storybird uses illustrations to inspire members to write stories. Storybird is free to use and can be used for everyone. Based on researchers' experience, Storybird was taught in ICT courses in the fourth semester. Activities carried out by students when learning English using Storybird was like the teacher divides the students into groups. In the groups, students divide their roles into teachers or students. Students who act as students were tasked directly with making stories in Storybird while students who act as teachers were tasked with collecting stories written by students and then

checking the grammar from the story. The next day, the teacher tells the students to switch roles so that the lessons they get are equal.

The reason why the researcher chose Storybird as the main topic in this research was that the researcher has previously learned using Storybird but the researcher does not feel that Storybird improved the researcher's English skills. Therefore, the researcher wants to find out from other students how they feel when using technology particularly Storybird as a learning tool, whether they have the same problem as me or they have a different problem. This research will focus on the implementation of using Storybird in the process of learning English at an English Language Education Department (ELED) in a private university in Yogyakarta. This research was conducted to find out the advantages and challenges of Storybird in developing students' English ability. The researcher also wants to know the effectiveness and challenges faced by students while using Storybird in the classroom.

Statement and the Limitation of the Problem

In response to this problem, the purpose of this study is to investigate several options to make the learning system in the classroom easier by using existing technologies such as Storybird. Based on the experience of the researcher, while studying at ELED of one Islamic private university in Yogyakarta, this department has been using some of these technologies such as computers, projectors, and Wi-Fi access. Unfortunately, there are still teachers and students who have not used the technologies that are already provided. There are also some students who already use technology like Storybird but do not understand how to

use it like confusion with some features of Storybird or images provided.

Therefore, this study is conducted to examine more deeply about how the Storybird is used and the advantages of using Storybird in the student's learning process.

The researcher limits the study about “The Use of Storybird In The Process of Learning English at an English Language Education Department of a Private University in Yogyakarta.” In this research, the researcher wants to find out the advantages of using Storybird in English learning process, are there any challenges faced by the students when they use it, and how the students overcome those challenges. The researcher only focuses on three ELED students who have experience in using Storybird. The research limits the study by using a qualitative descriptive study. In addition, the researcher uses in-depth interviews to collect the data.

Research Questions

Based on the background of the study, the researcher formulates the research problem as follows:

1. What are the advantages of using Storybird in English learning process as perceived by the students of ELED at an Islamic private university in Yogyakarta?
2. What are the challenges of using Storybird in learning faced by ELED student and how they overcome the challenges?

Objectives of the Study

The objectives of the study are to find out:

1. The advantages of using Storybird in English learning process as perceived by the students of ELED at an Islamic private university in Yogyakarta.
2. The challenges of using Storybird in learning English faced by ELED student and how are they overcome the challenges.

Significances of the Study

The results of this study are expected to benefit teachers, students, and other researchers in using Storybird as follows:

For teachers. The results of this study are expected to give a practical contribution to the teaching of English using Storybird, especially at this one Islamic private university in Yogyakarta where this research is conducted. The researcher hopes that the use of teaching media in the form of a Storybird can provide many advantages for teachers of English as a tool to teach in the class more easily and also can improve students' English skills quickly.

For students. In this study, the researcher will look at the opinions of students in using Storybird in the classroom to improve their English skills. This research will be useful to find out how effective the Storybird is in improving their English skills and to find out what challenges they face when using Storybird, and how to overcome those challenges done by the students. The findings of this study will be useful for students who will use Storybird as a tool for learning or not. So students who want to use this tool can find out the benefits and challenges of Storybird and can anticipate the challenges of Storybird after reading this research. The students who have used the Storybird and get the same

challenges or not, they can also see how to overcome that challenges from this study.

For other researchers. This study can enhance the existing studies about Storybird as a teaching media in learning English. Then, this can help other researchers who want to investigate similar problems and hopefully the findings of this study can be an additional reference for them.

Outline of the Study

The researcher divides the *skripsi* into five chapters. The first chapter is an introduction. The second chapter is the literature review. The third chapter is the research methodology. The fourth chapter is finding and discussion. The fifth chapter is the conclusion.

Chapter one is the introduction that consists of a background of the research, statement and the limitation of the problem, questions of the research, objectives of the research, advantages of the research, and an outline of the research.

Chapter two is a literature review that consists of studies about the implementation of using Storybird in the process of learning English. There are several explanations related to the Storybird, such as the definition of Storybird, the advantages of Storybird, the challenges of Storybird, and the strategy to overcome the challenges. Meanwhile, related to the students' English learning. There are also several explanations such as the use of technology in language learning. This chapter also presents the conceptual framework and the previous related research.

Chapter three explains the methodology. This chapter contains the design of the research, setting of the research, participants of the research (population and sample of the research), techniques of data collection, data collection procedure and data analysis. Chapter four contains findings and discussions, meanwhile, chapter five provides a conclusion and recommendation from the result of the research.