CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses about review of related literature that consists of related study, four skills of English, developing material, instructional material definition, e-book, comic, digital comic, technology and language learning, e-learning, m-learning, blended learning, defining learning management system, social media, Schoology, need analysis, target needs, learning needs.

2.1. Literature Review

2.1.1. Motivation

Motivation is like a tool that encourages us to reach our aims. Slavin (1997, 345) states that motivation is about initiation, guidance, and maintaining our goals. First, we feel an interest, second, we set goals then decide to take actions. Maintaining our interest and struggle is really important in order to realize our aims.

This process has an important role especially for students since it makes language learning more meaningful. Weiner 1992 in Wlodkowski (1999) mentions that motivation is a concept revealing the reasons why people think and act as they do. It provides a direction for students to follow

2.1.2. Four skills of English

2.1.2.1. Receptive Skills

a. Reading Skill

Hornby (2005) states that reading is when a person looks at and understands written or printed words or symbols meanings. According to Harmer (2007), reading is divided into two types. They are extensive and intensive reading. Extensive reading is a reading often just for enjoyment. Realizing an extensive reading is very important, teachers need to have a program which includes materials, guidance, tasks and libraries. It gives students more options to choose what they want to read. But then, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary.

b. Listening Skill

Hornby (2005) states that listening is when a person hears and pays attention to somebody or something. It means listening is understanding a message by using the sense of hearing so that it can be responded. Listening becomes the most challenging skills to master in a second language since spoken and written language are not the same.

Listening is a receptive skill which also divided into two types, they are extensive and intensive listening. Harmer (2007) describes extensive listening often just for pleasure such as

listening to music. The material students use often like audio player often can be found in smartphones and laptop. Texts should be included so that they can understand the lesson without teacher's intervention. This kind of listening has important role to enhance student's motivation.

On the other hand, intensive listening refers to listening in order to study how the way English is spoken. The activities of intensive listening generally occur in laboratories of language and classroom and happens when teachers guide students through any listening difficulties and point them to interest areas.

2.1.2.2. Productive Skills

a. Writing Skill

According to Hornby (2005), writing refers to arrange letters or numbers using a pen or a pencil on a surface. Richards & Renandya (2002) mention that writing is the most difficult skill for L2 learners to master since writing, generating, organizing and translating ideas into readable text can be very complex for students.

b. Speaking Skill

Speaking can be defined as having a conversation with or talking to someone (Hornby, 2005). According to Hadfield (2008), speaking is an interaction among people, when a speaker

puts a message and a listener gives response to the speaker. Yet, Speaking English as a foreign language is not easy to be mastered by students since they need to think first before saying. Speaking requires not only vocabulary, but also grammar to produce the meaning of a message so it will not be difficult to understand.

2.1.3. Developing Material

Before developing the material, the researcher required to know the definition of developing material first. Nunan, (1991) states that developing material is about selecting, adapting, and creating materials. In this phase, the researcher focused on evaluating, adapting, creating and publishing the material.

Firstly, the researcher analyzed the students' characteristics. The researcher asked seventh-grade students to get involved as subject. Secondly, the researcher must also combine it with the syllabus that is used in the school. Finally, the researcher developed English materials in the form of digital comic which contains pictures and audio conversation, can be imported on Schoology.

2.1.3.1. Material Definition

Materials have been defined by various authors. For example, Obanya (1989) viewed them as materials thing which are supposed to make learning and teaching possible. According to Abdullahi (1982),

materials are material or tools locally made or imported that could made tremendous enhancement of lesson impact of intelligently used. Ikerion Wu (Isola, 2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina, 2005).

There are various materials classes such as, aural, audio, visual, and audio visual. Audio materials are any devices that requires the sense hearing, such as audio tape recording, radio, etc. Visual materials are any devices that require the sense of sight to be consumed, such as film strip, the chalk board, slide, and chart. Audio-visual materials are devices that make use the sense of both hearing and seeing. the examples of audio-visual materials are computer, motion pictures, and television.

2.1.4. E-Book

According to Gardiner & Musto (2010), an electronic book which is commonly abbreviated as e-book, is a book consisting of text and images in digital form which is readable on electronic devices such as laptop, desktop, smartphones, tablet, etc.

2.1.5. Comic

2.1.5.1. Definition of Comic

Masdiono, (1998: 11) defines comic as a story in the form of contiguous pictures. It implies the idea of a media visual with a group of pictures and words. In addition, McCloud (1993: 9) says that a comic aims to give information and get aesthetic appreciation from the readers. This opinion is supported by Eisner (1998). According to him, comics are a sequential art. Also, Smith (2006: 2) explains that a comic is one of the medias which combines static images which usually splits into panels and stories conveyed through texts.

Comics are different with picture stories. In the comics, the text as dialog or as narration of the story. It is the complement of the story; where as in the picture stories, pictures are only an illustration, the complement of story.

2.1.5.2. Components of Comic

According to Masdiono (1998: 13), the components of comics are panels, gang, narration, balloon texts and sounds effects. First, component is panel. Panel is a place where one act of picture and story is located. The panel aims to make a story line of comics. In order to make good story, every panel has to be placed orderly based on the story line. Then, a good order of panel is from right to left and from top to down.

Second component is gang. Gang is a space between two panels. Gang has a function as separation between two ideas or two acts in story. Third, it is a narration. It is the dialog inside the balloon texts. Narration is really important part of the story, because it contains the story of the comics. Next part is a balloon text. A balloon text is where the narration is placed. By seeing balloon texts, readers can detect the expression of the dialogs. The last part is a sound effect. Just like the name, a sound effect performs the voices out of the dialogs, like the voices of nature, the voices of things, etc.
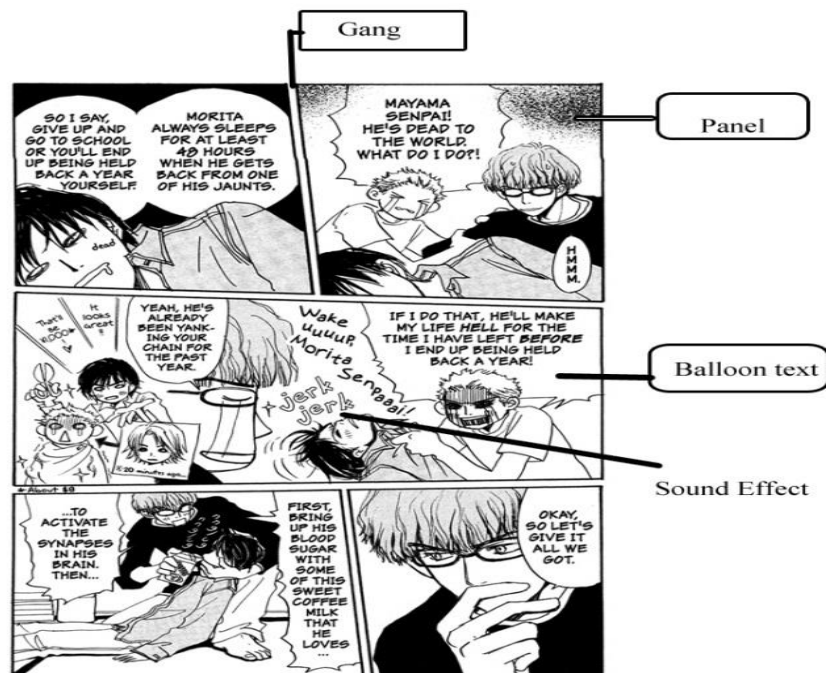

Figure 1: Parts of comics.

2.1.5.3. Advantages of Comic for Language Learning

Like another of materials, comics as one of the teaching and learning materials have some advantages. First, according to Banks (in Clysdesdale, 2007) comics are ways to bridge the gap between first languages or cultures and the target language. Comics can bring the multicultural situation to their stories.

In line with Banks, Davis (1997) states that comics not only interest children, but they have a widespread appeal to all levels and groups of society since they reflect authentic language and culture, content of story and development of character. He added that comic have multi-dimensional nature which combining both words and pictorial images. They can fill the need of content-based courses.

Comics allow teachers and students explore language in creative ways. These teaching materials can heighten students' interest. Moreover, Clysdesdale (2007) states comics are combination of text and visual which give a total effect for linguistic and cultural integration unpatrolled in 'straight text'. In addition, Smith (2006: 06) explains that with combination of text and illustration, comics are powerful aids who excel at visual learning or who have short attention spans. Based on all the experts' opinion, comic can be regarded as a potential material in the teaching and learning process to motivate students' interest. In short, by using comic as media, a teaching and learning process will be more effective.

In this research, the researcher focuses on developing electronic comic which are designed especially for Schoology platform. There are two soft copy files which will be developed. They are digital comic and audio contains English dialogues and conversations.

2.1.6. Technology and Language Learning

In this modern era, technology is not just used for daily communication but starts to be used in the classroom activity. By implementing technology and Internet, teaching and learning become more efficient and attractive. In teaching learning today, the Internet is also included. Teachers use learning management system which is commonly known as LMS. Technology and the Internet brought a new way of learning nowadays since todays individual is a digital native. According to Roth (2009), learning become more interactive, personalized, and holistic using online technologies.

2.1.6.1. E-learning

Markus (2008), states that e-learning which is also known as online learning, is a learning using internet and computer technology whether from or in face to face or a distance classroom setting. It is a movement from traditional education to ICT.

It has purpose to enhance knowledge and performance. By using e-learning, learners are able to manage content, time, sequence of

learning, pace of learning, and often media. It offers them adjust their knowledge with personal objective of learning.

E-learning have been divided into two modes. They are computer assisted instruction and distance learning. The first learning mode is distance learning mode. It's a learning when a teacher who is at central site delivers instruction to students who are at remote location by using technologies of information. The second learning mode is computer assisted instruction mode which commonly abbreviated as CAI. It's a learning when a teacher presents the instructional material and monitors learning that occurs by using technologies of information.

2.1.6.2. M-Learning

M-learning has been introduced as a new e-learning form uses mobile devices, such as smart phones, and tablet to access information and learning materials. Since mobile devices are portable, students are able to access information and learning materials whenever and from which location they want. Pisey, et al., (2012), describes that the most important characteristics of m-learning is the flexibility of mobile devices' use. It can be used at all times in the day and the night.

In the other hand, m-learning provides abilities for teachers to easily deliver homework and materials continuously for students without interruption. M-learning may provide some parts that are not

provided by e-learning. Mobile devices are lighter than laptop or desktop and also it is less bulky from bag.

2.1.6.3. Blended Learning

According to Colis and Moonen (2001), blended learning basically is a style of education that combines e-learning and traditional learning. Thus, the materials can be delivered both in traditional section or in online section during the learning process. All the materials provided in Schoology could be accessed anytime and anywhere since time and place have not become any longer a limitation. It is not only students who can take the advantage, but also the teacher. For example, the materials can be delivered a night or even a week before, so that all the students are prepared with the materials when the teaching and learning process in classroom begin. The other example is, every material is not necessary to be printed in hard copy so students can save their energy and time.

2.1.6.3.1. Why Blended Learning?

Blended learning has become more and more important in teaching and learning. There are many reasons why blended learning is picked over other learning options. Osguthorpe and Graham, described six reasons why teachers use blended learning system. It is because blended learning system provides

pedagogical richness, social interaction, access to knowledge, personal agency, ease of revision and cost-effectiveness.

2.1.7. Defining Learning Management System

Ryann (2009) described learning management system as an application of software by using social networking system which has purpose for planning, implementing, and assessing a specific learning process.

There are so many higher education institutions start to use LMS in order to make the learning and teaching process more effective and efficient. LMS has been becoming a tool for educators in a single space without having to use different services (Thien, et al, 2013). It is used as an administration tool for e-learning program as well as for documentation and tracking.

2.1.8. Social Media

Social media can be defined as any websites where people can share information, connect and interact with one another. Social media satisfy two basic human needs. First, to get acquainted with new people. Second, to tighten relationships even if they cannot be met offline or can be met only at much greater cost.

Andreas Kaplan and Michael Haenlein (2010) describe social media as a group of applications use Internet technology based on the Web 2.0 technology which allow users to create and exchange learning material contents.

2.1.8.1. Examples of Social Media

As Kaplan and Heinlein defined that social media are divided into six different types. They are projects of collaborative, communities of content, sites of social networking, virtual game worlds, virtual communities, blogs and micro blogs. There are many different forms of social media such as, picture-sharing, blogs, vlogs (video blogs), wall-postings, instant messaging, email, music-sharing and others. All of these social media can be integrated using social network platforms.

2.1.8.2. Schoology

Schoology which is also known as a virtual learning environment (VLE) or course management system (CMS) is a learning management system (LMS) provides tools to create, manage, and share resources and content.

Schoology is designed for all grade levels. It's not only for students, but also teachers, even parents or guardian of students. Parents and guardians' roles are monitoring students' assignments activities', grades, and viewing resources and many more.

Schoology is not the only one LMS. There are other LMS which are used by K-12 schools, higher education institutions, and corporations. They are Edmodo, Blackboard, Collaborize, NetDimensions, Cornerstone, Skillsoft, Classroom, Sumtotal, Iteractyx, Latitude Learning, Knowledge Sol, Sakal, Eduneering,

Mzinga, Moodle, Desire2Learn, Instructure, Docebo, Meridian, Epsilen and Inquisiqr3. According to Thien, et al (2013) Schoology has been in the list of big ten most popular LMSs.

Sicat (2015) mentioned that Schoology gives students opportunities to engage themselves in the lesson. In other words, students are able to regulate their own learning strategy because it implies the idea of students centered learning means they more active in learning activities.

There were several studies conducted which were related to the use of Schoology as a media in teaching & learning. The first study was conducted by Sicat (2015) which is titled "Enhancing College Students Proficiency in Business Writing Via Schoology". This study demonstrates the usage of Schoology in Business Writing class. The study was conducted in Centro Escolar University, Philippines. The study involved 135 students as participants which were divided into two groups: the experimental group and the control group. Traditional learning strategy was used by the control group, while blended learning using Schoology as a media was used by the experimental group. The result showed that Schoology contributed significantly enhancement of the business writing skills of the college students.

2.1.9 Need Analysis

The most important phase in the process of developing materials is need analysis (Aldoobie, 2015). The need analysis phase can be called as the foundation for all other instructional design's phases. Need analysis done before creating the plan, developing and implementing the material. The output of analysis includes the instructional goals, and a list of tasks to be instructed in the materials. These outputs are the input of the design phase. According to Hutchinson & Waters, there are two types of needs that are target need and learning need.

2.1.9.1. Target Needs

According to Hutchinson and Waters (1987:55), target needs is an analysis which need to be done in order to find out what student need to do in target situation. Target situation is divided into three cases:

a. *Necessities*

This is a type of needs are established from target needs. It includes what students have to know in order to function the material effectively.

b. *Lack*

Analyzing target need cannot be done completely, if we are only pay attention to necessity. This type of needs identifies what students already have known, so we are able to consider what necessities miss.

c.   Wants

It is also well known as subjective need analysis because these needs are very personal and based on students' perceived needs. Student perceived needs are very important factors in motivating students to learn. Patently. The students' want is not easy to be identified. Usually, students' want could be gathered by using questionnaires.

2.1.9.2. Learning Needs

Learning needs are very important things to do in order to find what student needs to help them, increasing their motivation, as well as their attention when teaching and learning occurs (Hutchinson and Waters, 1987:60-62). There are several questions which needed to be considered when analyzing the student needs, why are the learners taking the course? How do students learn? What resources are available? Who are the students? And so forth. Lastly, the target and learner needs are two elements of need analysis which should be investigated.

2.2. Review of Related Study

These are some previous studies related to the research. Although these related studies are not completely the same as this research, these previous studies support much for this research.

A Study conducted by Kristi and Purwati (2013). The researchers studied implementing comic strips as media for teaching writing narrative texts for Grade X. They found that comic strips could be used as media for teaching writing narrative texts. The implementation of comic strips as media in teaching writing narrative texts to Grade X is effective and going well. The comic strips can stimulate the students to get ideas for their narrative texts writing and motivate them to become more active in the learning process.

From the results of research, students' composition abilities became better after the implementation of comic strips as learning media. It can be seen from their scores of first to third tasks in the first and second meeting. The students mostly progressed positively in every aspect of writing.

Another study was conducted by Ramliyani (2010). The research focused on analyzing the effect of using comic as media in teaching writing exposition texts for senior high school. From the research, the researcher found that there were significantly different output scores between before treatment was given and after treatment was given. The result shows that students' learning scores were increased after using comic as media for teaching writing. Further, in conclusion, he explained that comic as learning media is more effective to improve the writing exposition text skill rather than using the conventional text books.

Another study was conducted by Sicat (2015) which the title of the study is "Enhancing College Students' Proficiency in Business Writing Via Schoology". This study is demonstrating the usage of Schoology in Business Writing class. The study took place in Centro Escolar University, Philippines. The participants were

135 students in Communication Skills 14 – Writing for Specific Purposes school year 2013-2014. The participants were divided into two groups which were the control group and the experimental group. The control group was taught with traditional way while the experimental group was asked to visit Schoology every three weeks to get the material presented in class. The result of the pretest and posttest of these two groups showed that there was a significant difference between the control group and the experimental group which the blended learning (including Schoology in it) contributed significantly enhancement of the business writing skills of the college students (Sicat, 2015).

Although most of the studies are related to the use of comic and Schoology, at the same time there are quite few or no research has been carried out to develop digital comic using Schoology to enhance students' motivation and overcome students' time limit in learning English in the classroom. Thousands of resources are available about Schoology and (comics) respectively. The limitation occurs when attempting to obtain information merging the two subjects. Therefore, this research attempts to develop English material in the form of digital comic using Schoology to overcome the students' problems, they are lack of motivation in learning English and time limit in the classroom to master four skills of English.