

CHAPTER 2

LITERATURE REVIEW

2.1 Literature Review

2.1.1 Case Study

According to Louis Barnes, et. al, (1994), case studies are stories that used as a teaching technique to demonstrate how a theory or concept might be applied in real-life situations. Case studies has long been employed at English subject, but they may be used in any subject when teachers needed students to apply what they has learned in the classroom to the real life situations (Dunne, D. and Brooks, 2004). As (Stake, 1995) suggests case study is often a preferred method of research because case studies may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization.

Based on the opinion of the three experts above, it could be concluded that the descriptive of case study is chosen for this study. Case study, in the field of education and learning is a research model that aims to solve the problems in the Education field.

2.1 2 Teaching English as Foreign Language

Teaching English as a foreign language (TEFL) takes place in any country, where English is not the first language. EFL learners study English for different purposes: passing exams, career development, pursuing their education, etc. In most countries, English as a Foreign Language was part of the educational curriculum. In Indonesia, English is a compulsory subject in high school and junior high school. At lower levels, such as in elementary school and in kindergarten, English is not a compulsory subject; could be taught to students as local content subjects (Harmer and Jeremy, 2007).

English is one of the most commonly spoken languages in many countries. According to (Broughton et al., 2003). English is the most widely

spoken language among 4.000 to 5.000 languages. In Indonesia English is learned in schools as a foreign language, and it is often taught from young learners to adults. Brown, (2000) also claims that English as a foreign language is becoming more popular. English is always referred to be a foreign language (EFL) in countries where English isn't the primary language. Furthermore, Carter and Nunan, (2001) say English as a Foreign Language (EFL) is utilized in situations where English isn't commonly spoken or understood. Patel & Jain, (2008) also claim that TEFL was the best technique to teach English to non-native English speakers. The English as a Foreign Language (EFL) is a language that was spoken by the majority of people in a different country or community.

2.1.3 Video for Teaching

According to Cheppy, (2007), learning video media is a media which presents audio and visual that contain good learning messages, concepts, principles, and procedures for the theory of knowledge application to aid understanding of a learning material. Video is a type of visible-hearing learning material (audio-visual) that could be used to convey messages or lesson materials. According to Brame, (2015) video has become an essential component of education. It is incorporated into traditional courses, serves as the foundation for many blended courses, and it is frequently the primary information delivery mechanism in education.

2.1.4 Media Use

Media is the means by which messages are transferred or delivered. According to Li-Ling Kuo, (1991), a medium is called an educational medium when it transmits a message for the purpose of teaching. Li-Ling Chen, (2015) says that the use of media is critical, and that it is impossible to coordinate teaching and learning without the use of media. Media are adaptable because they could be used to the students of all levels and in all subjects. Teaching media could also encourage students to take more

responsibility and control over their own learning, participate in joint syllabus planning, and take longer-term perspectives on their own learning (Masterman, 1999). Because media has so many advantages, a teacher should think about which medium to use in the teaching-learning process.

According to some definitions above, the researcher concluded that the use of media in the teaching and learning activities was very necessary to make the learning process easier to provide the lesson to the students.

2.1.5 Learning Media

a. Definition of learning media

(Gagné, 1987) states that media was a kind of components in the student environment that are able to stimulate students to learn. Briggs, (1991) states that learning media is a tool to provide stimulation for students so that the learning process can be conducted well. Gerlach and Ely, (1971) says that the media is a material that build the state of students who are able to acquire knowledge, skills or attitudes. According to AECT (Association of Education Communication and Technology) in Azhar, (2014), media are channel used to deliver messages and information.

From the several definitions of media according to the experts above, it could be concluded that media is any type that could be used to take students' interest and media could be a tool to convey information or messages.

b. Characteristics of learning media

According to Gerlach & Ely, (1971) every object, human and other have its own characteristics. Learning media also have its own characteristics. The characteristics of learning media to be develop: distributive characteristic, the distributive feature of the media allows an event to be conveyed through space, simultaneously the event is presented to a large number of students with a stimulus or stimulus experience that is relatively the same as the incident.

Once information is recorded in any media format, it could be produced at any time and ready to be used simultaneously in the learning process.

c. The significance of learning media

The significance of learning media based on Stein, & Silver, (1999), there are three main categories of forms of learning media, namely media presenter, media object and media interaction. First, media that are able to provide information is called presenting media. Second, the media that contains information is called the object media. Object media is three-dimensional media that contains information not in the form of presentation but through its physical characteristics such as size, shape and so on.

d. Kinds and characteristics

Classification of learning media based on certain characteristics are known as media taxonomy. There are various characteristics of learning media. According to Bretz, (1971), media could be classified into three types, namely sound media, visual media and motion media. In addition, Bretz, (1971) distinguishes between transmission media and recording media, so that there are eight classifications of media, namely motion visual media, silent audio-visual media, semi-motion audio media, motion visual media, silent visual media, audio media and print media. Schramm divides media according to the number of audiences it serves: such as television, radio.

e. Criteria for selecting learning media

The main criterion in the selection of learning media is the accuracy of the learning objectives, meaning that in determining the media to be used it must be considered that the media to be made must be able to achieve the learning objectives that have been previously set (William Bates, 1987). The thing that must be considered in choosing learning media was a support for the content

of learning materials, it focuses on principles, concepts and generalizations really need media assistance to make it easier for students to understand their use. According to Bergeson, (1976) media selection criteria must be developed in accordance with the goals achieved, the conditions and limitations that exist by keeping in mind the abilities and distinctive characteristics in question.

f. Functions and benefits of learning media

According to Levie and Lentz in Arsyad, (2011) the functions of learning media, which include: clarifying messages so that they are not too verbalistic, overcoming limitations of space, time, energy, and sensory power, establishing a passion of learning, allowing students to interact directly with learning resources, and allowing students to learn independently based on their needs. The transmission of learning messages could be more uniform, and learning may be more exciting.

g. The teacher's role in learning

According to Susanto, (2003), the teacher is the spearhead in the implementation of education which is very influential in the learning process. The expertise and authority of the teacher is a determinant of the ongoing learning process in the classroom and its effects outside the classroom. Teachers must be good at bringing their students to the goals to be achieved. Susanto, (2003) mentions the weaknesses of teachers during learning, as follows:

- a) Conventional learning model or lecture.
- b) Students were only used as learning objects.
- c) The teacher dominates learning because learning does not involve the development of student knowledge so that the learning process was very limited only directed at the cognitive aspect by ignoring the affective and psychomotor aspects.

- d) Learning was only rote so that it was less enthusiastic in learning.
- e) The process of interaction in learning was only unidirectional from teacher to student.

One of the efforts to overcome these problems, teachers must be able to control learning well, one of them by using the media. For this reason, teachers must be creative in using media that allow students to participate, be active, be creative with the material being taught. In this research, the researcher uses learning media that utilizes animation video technology assisted by the Videoscribe application and the teacher involves the activeness of students in learning.

h. The basis for using learning media

There are several views regarding the basis for the use of learning media, including the philosophical basis, psychological basis, technological basis, and empirical base (Weiner, 1979).

1) Philosophical foundation

(Rousseau, 2018) believes the application of technology does not mean dehumanization, meaning that students are valued for their dignity to determine the choice of learning tools and methods according to their abilities.

2) Psychological foundation

This foundation states that children will find it easier to learn things that were real rather than abstract by paying attention to the uniqueness of the learner's experiential learning process (Edgar Dale, 1960).

3) Technological Platform

Learning technology is an integrated and complex process that involves people, procedures, ideas, equipment, and organizations to analyze problems, find solutions, implement, evaluate, and manage problem solving in

learning activities so that they were controlled and have goals (Jonassen, et. al, 1999).

4) Empirical Foundation

The selection of instructional media must consider the suitability between the characteristics of the learner, the subject matter, and the characteristics of the media not on the basis of the teacher's preferences.

2.1.6 Students' Interest in Learning

According to Firmani, (2009), interest was a feeling or emotion that causes attention to focus on an object or an event or a process. Interest plays an important role in learning English. When a student shows an interest in learning English, he or she is making an effort to learn English. Students gain the knowledge and improve their English as a result of their efforts, and they continue to engage with it as their interests develop and grow.

Since people's levels of interest are varied, knowing the level of interest could show the progress of the learning process and also helps to choose the appropriate approach in teaching. We would also know how or what to motivate them to learn if we know their interests, because teaching ESP in senior high school students especially for 10th grade students had its own set of challenges.

2.1.7 Narrative Text

Narrative text is one of the texts in English learning materials. It is also defined as the type of text in English to tell a story that has a series of connected chronological events (Snow, 2007). Narrative was a kind of text which is frequently used in the daily life to tell the past event (Hedge, 1988). According to Cambridge Dictionary, narrative is a story or description of a series of events. These events generally occur in the past.

The purpose of this text is to entertain the reader with an interesting story. Narrative text usually contains moral values that could be learned by the reader. Moral values in narrative text are often asked in English learning questions.

1. Types of narrative text

Narrative text might be fictional or factual. Here are an example of the genre of Narrative text:

1. Fairy tale
2. Mystery
3. Science fiction
4. Romance
5. Horror
6. Fable
7. Myths and legends
8. History
9. Slice of life
10. Personal experience and so on

2. Narrative Text Structure

Each type of text has a different structure. Launching from the English first page, narrative text has a unique structure: Orientation, Complication, and Reorientation.

1) Orientation

Orientation is one of the characteristics or structures of narrative text that must be written at the beginning of a story. In orientation, it usually begins with the introduction of the characters, when an event occurs, the background of the story, and other explanations so that the reader understands and was familiar with the dimensions in the story.

2. Climax/Complication

After the introduction, the story will be immediately followed by conflicts and problems which were also known as climax or complications. The problem presented in the narrative usually involves the main character in a story. In this section, the reader usually begins to know who the antagonist and protagonist are.

3. Resolutions

The problem occurs, we finally arrive at the conclusion of a story called resolution. Usually in this section there is a solution to the problem in the complication section earlier. Problems solved could be better or worse. Later a story will have a happy ending or a sad ending. However, sometimes a story could also end with a twist ending and even a 'cliffhanger' ending to maintain interest and tension for the reader. Usually, texts that have this ending are in the mystery, thriller, or horror genres.

4. Re-orientation

Although there is already a cover or solution to a problem, there is also an optional re-orientation section. This section does not always exist in a fiction because it usually only contains moral lessons, advice, or teachings from the author.

3. Characteristics of narrative text

The qualities of narrative text to have a better understanding of how it was used:

1. Specific character

The author will develop a certain character as the story's main characters in a narrative. It's not only the main character, but also all of the characters in the story will be described in detail, beginning with their name and personality. For instance, Ariel the mermaid, the dwarves who have different characteristics, and Moana the brave.

2. Past Tense

Narrative text writing is a work of fiction or imagination, the grammar that most be usually utilized is past tense. This grammar is usually clear if you read a legend or fairy tale set in the past.

3. Time conjunction and adverb of time

As previously explained, narrative text is written in a chronological order. As a result, a time conjunction, such as when, before, after, and others, was required to describe the chronology of an event. While the adverb of time is required in narrative text to show the time when an event occurred, such as once upon a time, one day, once and others.

4. Action verb

One of the features to remember is the use of action verbs in narrative text. This action verb is a verb that describes a character's action. The tense that is used in narrative text was past tense, action verbs such as laughed, wept, walked, swam, spoke, married, and others are written in the second form or second verb.

2.1.8 Videoscribe

Videoscribe is a whiteboard animation video or what is often known as a video sketch, doodle video, video scribing, or video explanation, but what we are familiar with is whiteboard animation. The whiteboard is used to describe a narrative or a script (Sessu et al., 2018). Videoscribe is something that could help someone to make interesting and memorable videos. Videoscribe used several kinds of media that are combined into an attractive video such as images, sound, text, and animation. Videoscribe is usually used when someone makes a presentation whose purpose was to get the audience interested so that the message or material could be conveyed to the audience. Videoscribe is starting to be widely used by various groups, one of the reasons are that the manufacturing process is not too complicated

because it does not require design skills and complicated animation techniques (Air, 2014).

1. Videoscribe function

The functionality of Videoscribe is unlimited so it could be stated as follows: a. To attract the attention of blog and website visitors, b. For affiliate offers, c. To promote online and offline services, d. As a learning media.

According to Air, (2014) to make a Videoscribe which requires several stages, namely:

1) Careful planning process

In the planning stage, there are several things that need to be considered, including:

a) Understand the message you want to convey

Understanding the message to be conveyed is a very important first step to pay attention to because if we do not understand the message to be conveyed then how could the message be received by the audience.

b) Set delivery method

After understanding the message to be conveyed, the next step is to regulate how the message we create could be conveyed, in conveying a message there are many ways that could be done, one of which was by using visualization of images accompanied by a simple narration but it hits the content of the message to be conveyed. In addition, in conveying a message, you must pay attention to what impression you want to build in each visualization, whether the visualization is in accordance with what you want to convey, and most importantly knowing who the audience is who sees the message.

c) Arrange what you want to do

After understanding the message and knowing how to convey it, it's a good idea to list all these ideas and thoughts neatly, to make the process of making Videoscribe easier.

2) Make storytelling

In the process of good communication requires an effective way used to convey messages, one of which is storytelling. Make an interesting storytelling for the audience to pay attention to, an interesting storytelling could be done by building or generating good feelings in the audience, this could be done by adding a narration that invites the audience to be involved in the visualization that was displayed. In making storytelling, several things need to be considered, such as using language that is easy to understand, polite and inspires the audience, besides using interactive language, this is done so that the audience feels involved in the visualization that was displayed.

3) Get started creating content

After making careful planning and making interesting storytelling, the next step is to start creating content which was a form of implementation of the two previous stages. There are several things that must be considered in creating content including: a. Selection of colors used in the content, b. Selection of fonts that match the content, c. Selection of layouts that match the content.

2.1.9 The advantages and disadvantages of Videoscribe

1. The advantages of Videoscribe include: a. Combine several elements of learning media, for example images, sounds, text in one blank canvas both offline and online in the planning process, b. Provide appropriate learning stimuli to students because students will be interested in the appearance of the media, c. Attract the attention of students during learning activities.

2. Disadvantages of Videoscribe are: a. Videos cannot be saved offline or stored directly on a computer, but must be published first on YouTube or similar social media and then could be downloaded for offline viewing, b. As a learning media based on machine learning, Videoscribe was a transfer of limited capabilities.

From some of the theories above, it could be concluded that Videoscribe has advantages such as being able to catch students' attention in the teaching and learning process so that the learning will be more effective, while the disadvantages can't be used offline so it needs internet to make and download it.

2.2 Previous Study

Some research results that supported the success of learning video were:

- 1) A research was conducted by Kumar, (2019), the title was Use of the Videoscribe Application in Teaching: Comparative Study. The results clearly showed that there was increased percentage of marks when the flipped class was made available. This showed that flipped class were helpful in the improvement of knowledge in comparison with conventional textbook methods. This study was designed in a way to evaluate the effectiveness of audiovisual aids in learning process.
- 2) The research was conducted by Sessu et al., (2018), the title was The effectiveness of Video Game in teaching English at SMPN 1 Molawe Konawe Utara. The finding revealed that there was any significant score difference on students' English achievement before and after treatment by using video scribe, $p (.000) < 0.05$.
- 3) A research was conducted by Zirawaga, (2017), the title was Gaming in Education: Using Games as a Support Tool to Teach History. This paper had discussed the role of games in teaching History, by applying gaming theories to enable students to view the course in a different way so as to motivate and involve students to completion.

In the previous studies, no research had been found that used Videoscribe to increase students' interest in learning narrative text. Therefore, the researcher used Videoscribe to increase students' interest in

learning narrative text in the current study. Based on the explanation above, the present study focused on the use of Video games. In this research, the researcher discussed about the use of Videoscribe to increase students' interest in learning narrative text.

