

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In today's fast-paced developing world, the teaching-learning process has become a challenge in schools and universities because of the fact that technology that had been developed today made traditional teaching methods such as lecture, recitation and memorization techniques less effective and less interesting for the students. (Munaro & Viera, 2016). This issue gave the educators difficulties in trying to implement classical teaching methods in the classroom as students are not interested in learning through them. Similarly, the researchers also struggled during his practical days in the junior high school. Students were observed to be unfocused while being taught using the classical methods. Some of the students also expressed their feelings, they stated that they wanted to learn something more interesting, advanced and if possible, using the projector or the computers.

Therefore, the break of traditional ways of teaching, combined with the rapid development of technologies, especially in terms of mobile, which is a gadget that is being used by most of the adolescences of today's world, is a huge changing landscape for the educators. This new era is an eye opener for the educators to develop a new design of learning experiences for the students (Rodrigues & Bidarra, 2014). Since then, educators have come out with various type of learning experiences utilizing technologies in order to facilitate students' learning experiences. Technologies such as electronic whiteboards, desktops, projectors, mobile learning, computer networking have been introduced in the class in order to attract the students' attention so that the teaching and learning process can be effective.

The cause of developing a new design of learning experience can be strengthened by the fact that teenagers today which also can be called as the Generation Z, are different from previous generations before since they are more critical, dynamic, demanding, self-taught. As stated by Adam & Hams (1996), lecturing process where students merely sit in the classroom and listen passively to what is being taught by teacher is not suitable anymore with recent regression towards digital classroom. They want to be tested and have the opportunity to make their own decisions.

These adolescences often know what they want and they are not a big fan of an unconventional and inflexible learning environment. They are the first generation of digital natives, they aged up with electronic devices such as mobile phones, tables and laptops. Hence, learning that is based on the use of the technology such as games, videos and other things related to today's technology are their main preferences. The internet is their main source of entertainment and they have great bond with the activities that have been mentioned.

Adolescences are part of the community that is very savvy when it comes to technology. They talk on their mobile phones, access the internet, listen to music, do homework, read magazines, and watch television, all of this almost simultaneously. They can be said to be expert in exploring the media and the transfer of information tools. They interact a lot with the media through their mobile phones and often take this behavior to anywhere they go including in the schools and workplaces. This kind of behavior requires educators to develop a way to channel the students' behavior in the right way so that they can reach their full potential in learning. (Ceretta & Froemming, 2011)

This fast-paced interactive culture has changed the way how teaching was supposed to be. Rather than sitting in the classroom, listening to lectures and copy down notes, the students of the Generation Z prefer to express themselves through the use today's technology. Some of the platforms used by the students are the social media platforms and also content creation tools. The key to this issue is transliteracy. Where it is an ability to read, write and interact over variety of platforms and media (Thomas et. al., 2007) that the students need to possess in order to survive in the 21st century. If educators can combine the ability of transliteracy, the development of multimedia in different channels and the use of internet, a new dimension can be introduced, which is the integration between digital worlds with the physical one. However, the "intergration" of all the aspects mentioned actually already exist in "Transmedia Storytelling" (TS).

In the context of this vibrant, irreducible, fast-paced growing world, the term “Transmedia Storytelling” can be said to be shone its light among people who create, use media and technology to make a better teaching-learning experience. Transmedia, which carries the meaning of “across media” can be described as a combinations of multiple channels for the purpose of constituting a unified and coordinated entertainment experience. This can be supported by the description explained by Jenkins (2007) where he derived Transmedia as a “synergy” that is being integrated together by modern media companies.

Theoretically, media that is involved in TS would invent its own unique contribution in unfolding a story. As Riedel (2010) stated that new technologies change the way we tell stories. Texts and practices that revolve around Transmedia Storytelling have progressed and become a crossroads and a meeting place for people from different disciplines like writers, creative artists, people in the entertainment industry, academic scholars and others who are interested in the future of TS. Some of the notable people who are accustomed in developing TS in this rapidly growing world are Henry Jenkins, Jose Bidarra and Patrick Carman.

Transmedia strorytelling creates space for students to develop a personal connection with complex media as it involves representation, meaning, embedded in imagery, sound, and narrative. TS has been implemented in the classroom to develop students’ transliteracy skills which include the ability to read, write and interact over variety of platforms and media (Thomas et. al. 2007). Therefore, this present research is aimed at exploring how a technology-assisted language learning such as TS foster students’ transliteracy skills.

1.2 Research Question

Referring to the background of this research, the purpose of this study is to answer the question stated below:

1. How does Transmedia Storytelling foster students’ transliterate reading?
2. What are the supporting and inhibiting factors for learning transliterate reading?

1.3 The Aims/Purpose of the Study

Every research should have an aim in order to make in clear what we want to find out during the research. Hence, the purpose of the study is stated below:

1. The aim of this study is to explore the potential of Transmedia Storytelling to foster students’ transliterate reading.
2. This study is also conducted to identify enabling and inhibiting factors for learning transliterate reading.

By achieving these aims, the researcher will conduct a classroom observation and also handing out a student response sheets to the students.

1.4 The Scope of the Study

From the research question and aim of the study, the cornerstone of this study is to explore the effectiveness of using TS in teaching students in their learning session. The researcher wanted to discover whether TS will engage the students in learning and what kind of impact TS can give to the students. After reviewing the materials that will be used, the researcher concluded that the study will be conducted in VIII grade level junior high school level; specifically in class of 8E of SMP Laboratorium Universitas Pendidikan Indonesia. However, due to the limitation of time and schedule, the researcher only had the opportunity to meet the students twice. A proper investigation towards the use of transmedia storytelling could not be attended to. Hence, this research only focused on the potential of transmedia storytelling can serve to foster students’ transliterate reading.

1.5 The Significance of Study

This study would be beneficial for references in the future as there were lack of researches that had been conducted regarding Transmedia Storytelling (TS). Transmedia Storytelling would also pave the way for people to be more interested in finding out about TS. The researcher hopes that this research would be the keystone for teachers to try to use TS materials in their teaching. This is because by using TS as the materials, teachers would gain a new perspective and method in teaching language to their students rather than using the traditional ways of teaching language. The researcher believes that this study would also open a new and interesting path for language learners to discover the language that they are currently learning. As I believe that in this fast-paced multimedia world, learners tend to be interested in learning language in the way that they are familiar with, which is through their gadgets.

1.6 The Clarification of Related Terms

There are some terms which need to be clarified to avoid misunderstanding. The terms are as follows:

1. Transmedia Storytelling

The term “Transmedia Storytelling” that is used throughout this research refers to materials that will be used to teach the students in the teaching-learning session. It includes various kinds of materials such as videos, songs, websites, social media platforms and devices.

2. Transliteracy

Transliteracy carries the meaning of a person’s capability to read, write and interact with materials through a range of platforms, tool and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks.

3. Transliterate Reading

Transliterate Reading is the ability to read auditory (music, sound effects and narrator’s voice), visual (images and text) and interactive modes function at the equivalent time. While in this manner, Transliterate Reading touches the students’ capability in interpreting such materials.

4. Transmedia Play

Transmedia Play is the belief to comprehend how children develop critical media literacy and new media literacies through how they interact with contemporary media that links stories and structures across platforms.

1.7 The Organization of the Paper

This paper is divided into five chapters. The explanation of what each chapter discusses is elaborated below:

Chapter I: Introduction

This chapter allocates the information on the background of the study, the research questions, the purposes of the study, the scope of the study, the significance of the study, the clarification of related terms and the organization of the paper.

Chapter II: Literature Review

This chapter elaborates the theories related to this study.

Chapter III: Research Methodology

This chapter presents the methodology used in conducting this study. It involves research design, the site and participants, data collections, the procedure of the study and data analysis.

Chapter IV: Findings and Discussions

This chapter reports the findings and discussion of the study based on the collected data in chapter III.

Chapter V: Conclusions and Suggestions

This chapter contains the conclusion of the study. In addition, it also offers suggestions for related parties and further studies.