CHAPTER I

INTRODUCTION

In this chapter, the writer discussed about background of the research, statement of research and development problem, objectives of the research and development, specification of the product, the significances of the research and development, assumption and limitation of the research, and operational definitions of the key terms.

A. Background of the Research

In Indonesia, the government provides Electronic System Book (BSE). BSE is produced by ministry of education. BSE can be used by online and offline for teaching and learning process. Both of them have the same content. It can be used by online because it is available in google and the students can download it. While, offline BSE also is provided by the school.

Online and offline BSE have strengths and weaknesses. If the students use online BSE, they can download it by themselves freely so they do not always need internet access to open the e-book. Not only have their own e-book, but also they do not need to bring book everywhere. The weakness of online BSE is when the students open e-book by using their mobile phone they disposed to open another application in mobile phone such as game, social media, and others, so it can decrease the productivity

of the students. While using offline BSE, the schools only lend them the books. It means that the students must return the book when they move to the next level. If they want to have their own book, they must buy in bookstore by themselves. The benefit of having offline BSE is the students can note everything related to the material in the book directly. Even though online and offline BSE have strengths and weaknesses, generally both of them have the same contents and function.

The function of BSE is to help teaching learning process. It guides the teacher and students about materials that will be learned. The existence of BSE is based on UU RI number 20 in 2003 about national system of education on section 45 about facilities. It is stated that each institute of education must provide facilities that support teaching learning process including book as source of learning.

Related to that policy, there are some positive and negative effects that affect teachers and students in teaching learning process. The positive effects are: 1) the teachers are not difficult in finding material; 2) the students can study by themselves at home; 3) the students do not need to write all of the material because it is available in BSE; and so on. Whereas the existence of BSE also has some negative effects, they are : 1) the teachers stuck with material that provided in handbook; 2) it can hamper the teachers to be more creative in delivering the material; 3) most of materials in handbook have the same form and it makes students feel bored; etc. Because of some negative effects above, the teachers should be

more creative to find out other materials in variety. For example, the students get English handbook from the school. The contents of handbook for the same level are same. There are not differences among handbook for senior high school, Islamic senior high school, and vocational senior high school.

In fact, most of English teachers use the handbook in the class. Moreover, in vocational high school, the teachers teach by using handbook without considering the subject. They demand the students to study about material in the handbook. Nowadays, most of English materials are in form of text. There are many kinds of texts that are taught in vocational high school, they are transactional text, descriptive text, recount text, and narrative text. So far, the teachers deliver the material about text based on the text that provided by the handbook.

Based on the researcher's experience when doing internship I, the researcher observed teaching learning process in visual communication design class when the teacher delivered topic about narrative text. The researcher did observation twice. The first observation is held on Friday, April 5th 2019 at 13.20 p.m. until 15.35 p.m. At that time, the teacher delivered narrative text entitled Issumboshi. It is one of narrative text in BSE. The teacher taught reading skill, so the students were asked to do chain reading and answer some questions related to the text. While teaching learning process was going, only some students who focused on the text and other students were not listening to their friends. When the

teacher asked them to answer the question, they had little enthusiasm. But, when the teacher said that they will get score as reward, the students raised their hands up and try to answer it.

The second meeting, Friday, April 12th 2019, was conducted a week after the first observation. The teacher delivered material about narrative text, the title was Malin Kundang. The teacher did the same as the first observation. The teacher asked the students to do chain reading. It was different from the previous meeting because the teacher asked the students to retell the story after doing chain reading. Because most of students did not give response, so the teacher chose some students to go forward and retell the story. There were two students that almost could tell the whole of story. It means that they still have low motivation in learning English so they got difficulties in understanding text. It was supported by statement from Nurhayati (2014), some students get difficulties to understand the text fro themselves because they lack of vocabulary.

According to Aulianisa (2019), teachers teach English in traditional ways or conventional teaching. In conventional teaching, it is known that teachers dominate the lesson or the centered of it. Furthermore, teachers do not provide interesting media to support the process of teaching and learning. Teachers do not try to find another text which more interesting and serve it differently. This condition makes the students feel bored in learning English because they only have written text as the materials in handbook. If the students do not have good feeling and motivation in

learning English, they will be difficult to understand the material. To improve students' motivation in learning English, teachers should be more creative in delivering materials about text and use interesting media.

One of topics in English for the first grade of vocational high school is narrative text. Delista and Eliawati (2013) define that narrative text is essentially a story with events that constitute problem from one or more characters who are motivated to confront and solve the problem. Narrative text has several intrinsic elements, such as characters, setting, plot, point of view, and moral value. Narrative text in students' handbook is only in form of written text and supported by a few pictures even some texts have no pictures.

Actually, narrative text can be served in creative way. Narrative text can be supported by more pictures which can illustrate the characters in certain event of story. Not only the characters, but also the picture can illustrate the setting of place, time, and situation when the events happened. It makes the students are easier in understanding the story and helps them in writing their ideas about the story. Thus, it is known that the value of practical and touchable in process of teaching and learning is learning using technology, especially to support the government program and policy related to the information technology and communication (Nurhayati, 2019). There is an application that supports in creating learning media for teaching writing narrative text, called as Cartoon Story Maker (CSM). According to Aulianisa (2019), Cartoon Story Maker

(CSM) is a simple program that lets you rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds. By using CSM, the teachers are free to choose characters and setting based on the story that is written. They can add some expressions and gestures when the characters are having a conversation. It could make the students to be more interested and enjoy the learning process. If they are interested in learning English, they could have good motivation and understand about the material easily. Especially for students of Visual Communication Design in vocational senior high school, it could be more useful because they also can apply their knowledge in using technology such as laptop, PC, and smartphone.

By using Cartoon Story Maker, the researcher can design many slides which showed the plot of story. After designing some slides, all of the slides were inserted into windows movie maker to make it as slideshow video. Like the other videos, it could be added by music as the backsound. After editing process, the file was saved as MPEG-4 format.

According to Nurhayati (2018) as one of the main sources of authentic language learning materials, English videos such as movies and soap operas are widely used in EFL as a useful and versatile way of ensuring that also students in EFL settings get to hear the foreign language and get a chance to develop their listening and speaking skills with authentic language as their model. It means that English video can support English learning process. The product of this study was applied in learning

narrative text. The students learnt legend story and rewrote the story by their own words. Actually some of students got probems in writing text. The writing probems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence (Nurhayati, 2016). Moreover, the students have proble in arranging the ideas and make their friends understand with what they deliver (Nurhayati, 2014). Thus, the researcher hoped that this learning media also helps the students in finding idea.

There were several previous studies about cartoon story maker have been conducted by using different research design. A study carried out by Ikfin (2018) used quantitative research with simple experiment design. It used pre-test and post-test involving a class of senior high school students to know there were any significant differences of students' writing ability in composing simple sentences before and after they were taught by cartoon story maker. There was a study that also used quantitative research but different design. It used quasi-experimental design involving two classes of speaking class. It aimed to know the effect of cartoon story maker for teaching English speaking and measure the speaking score (Sholeh, 2016). There were some steps in the study, they are design lesson plan, conduct treatment, observe students' score, and analyze the data by using One Way ANOVA.

Another article used qualitative research with three instruments to collect the data they are observation, questionnaire, and interview. The

study aimed to investigate the implementation of cartoon story maker application as an instructional media in writing narrative text and also find out the strengths and weaknesses of cartoon story maker (Aulianisa, 2019). A study used convergent parallel design of mixed method study also conducted to find out significant difference of creative writing achievement between students who are taught using cartoon story maker and those who are taught using comic life in project based learning of creative writing (Hakim et al, 2016). It used pre-test and post-test as quantitative study, observation and interview as qualitative study. To develop learning media in writing descriptive text (Ismawan et al, 2018), a study was conducted by using research and development design. Meanwhile, this study also aims to develop learning media, but it is different from some previous studies because the researcher used cartoon story maker to develop slideshow video as the media for teaching writing narrative text. So, this study was necessary to be conducted.

Not only has differences in research design, but also this study has differences in technique and skill from previous studies. Project based learning in teaching creative writing has been conducted by Hakim et al (2016). Ismawan (2018) developed cartoon story maker as learning media in writing descriptive text. Carton story maker was also used to master writing ability in composing simple sentence (Ikfin, 2018). Another article found that cartoon story maker creates fun and enjoyable learning writing narrative text also gives good impact for students (Aulianisa, 2019). Not

only to master writing some kinds of texts, but also cartoon story maker can affect students' speaking score and motivation at the speaking class (Sholeh, 2016). In this study, cartoon story maker is developed to support the activity of teaching writing narrative text in vocational high school. The previous studies never conducted it, so this study is important to be conducted because vocational high school students need motivation in learning English, especially for writing narrative text.

Cartoon story maker is an application that is easy to be operated by everyone. Some previous studies implemented cartoon story maker in junior high school (Hakim et al, 2018). Another article implemented cartoon story maker in senior high school (Aulianisa, 2019) and vocational high school in composing simple sentence (Ikfin, 2018). Sholeh (2016) implemented cartoon story maker in speaking class of students at State Islamic Institute of Palangkaraya. While, this study implements slideshow video in visual communication design class of vocational high school because the students have basic competence about computer and they can practice their skill in writing narrative text. It is more interesting for them than they are demanded to write down narrative story from the book.

Another previous study that conducted by Hakim et al (2016) implemented cartoon story maker trough project based learning. The students made a product based on discussion in a group. It needs group work because there are some steps that must be done in project based learning (Fragoulis, 2009), they are speculation, designing the project

activities, conducting the project activities, and evaluation. Whereas, this study developed slideshow video by using cartoon story maker.

Based on the explanation above, the researcher wants to develop slideshow video by using cartoon story maker but it is limited in teaching writing narrative text. Related to the subject, the researcher chooses students of *SMKN 1 Boyolangu*. So, this study is entitled **"Developing Slideshow Video Learning Media in Writing Narrative Text at *SMKN 1 Boyolangu***".

B. Statement of Research and Development Problem

Related to the background of study, the problem of study can be formulated as follows:

1. What are the visual communication design students' needs and teachers' needs for slideshow video in learning narrative text?

2. What are the appropriate narrative story for visual communication design students and teachers in learning narrative text?

3. How are the teachers' and students' responses towards the developing slideshow video in learning narrative text?

C. Objective of the Research and Development

According to problem of study, this study has some objectives, they are:

1. To identify the visual communication design students' needs and teachers' needs for slideshow video in learning narrative text.

2. To develop the appropriate narrative story for visual communication design students and teachers in learning narrative text.

3. To know the teachers' and students' responses towards the developing slideshow video in learning narrative text.

D. Specification of the Product

Specification of the product in this study is a slideshow video of narrative text. The slideshow video was designed based on the students' lacks, needs, and wants; also the teachers' needs and wants at SMKN 1 Boyolangu. The narrative text which was used for the product was legend story. It was chosen according to curriculum and syllabus. There are 3 legend stories that were produced as slideshow video, those are *Malin Kundang, Roro Jonggrang,* and The Legend of Toba Lake. Each slideshow has duration around 1 minute up to 2 minutes. The videos were in MP4 format so they can be opened by using laptop, PC, and smartphone.

E. The Significances of the Research and Development

The result of the study is expected to be used theoretically and practically:

1. Theoretically

a. The use of slideshow video as the media in learning process.

b. Improving the students' ability in using technology in modern era to support their learning process.

c. Motivating students in writing narrative text by giving them new atmosphere in learning process.

2. **Practicality**

By this study, the researcher hopes that it can give the contribution for:

a. Teachers

The teachers can use slideshow video as leaning media to teach narrative text, especially in writing skill. Hopefully the result of this study can be implemented in learning process.

b. Students

The students can learn about narrative text easily by using slideshow video.

c. Future Researchers

The future researchers can get the inspiration from this study and can find another topic related with media in learning English.

F. **Assumption and Limitation of the Research and Development**

Based on the identification of the problem of study, this study is conducted to develop slideshow video as learning media in writing narrative text. The scope of this study is teaching writing narrative text. The researcher limits the material accoding to curriculum and syllabus for

the tenth grade students. Kind of narrative text that used for the product was legend story. It could be applied in visual communication design class at SMKN 1 Boyolangu.

G. Operational Definitions of Key Terms

1. Cartoon Story Maker (CSM)

Cartoon story maker, also can be called as CSM, is a computer application that can be used by both teachers and students to illustrate conversations and dialogues in a 2D form (Adam, 2103). Not only conversations, but also stories that include image, test bubble, and voice recordings. The stories can be saved on computer as HTML page, and can easily viewed by others on any computer using a web browser such as internet explorer. Stories can be ddeveloped as learning media in form of slideshow video for teaching writing narrative text.

2. Slideshow Video

Slideshow video means a video that showed some slides one by one. All of the slides were coherent each other and became a complete story. It has backsound that related with the story.

3. Teaching Writing

Writing is specified into the skill in organizing ideas (Rohman, 2009). Writing belongs to productive skill. Writing is method of representing idea in written form.

From the theories, teaching writing can be defined as the process of transferring knowledge of organizing ideas in the written form.

4. **Narrative Text**

Narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors (Rebecca, 2003). There are some types of narrative text. They are legend, myth, and fable. Narrative text mostly is fiction story.