

CHAPTER I

INTRODUCTION

A. Problem Background

English is a language that is known and learned in almost the entire world. Everybody knows English as a foreign language, so English must be mastered by all of the students – especially in Indonesia – who need English in education. English is a pivotal subject in curriculum for imparting education (Amutha & Philomina, 2015). English has four skills which should be known and learned by the students, they are Listening, Speaking, Reading and Writing. When we learn a language, in this case, Listening will be the first, then Speaking, Reading and the last is Writing.

English skills can be categorized into Productive skill (active skill) and Receptive skill (passive skill). According to (Hossain, 2015) states that reading and listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

For some students, writing is the hardest skill in English, it is not like mastering other skills. The student who wants to master writing should have more complex competence than mastering listening, reading and speaking. Compared to speaking, as a productive skill, writing needs not only expressing the thoughts but also explaining in a structured way. Writing requires more productive competence because the communicator will have unclear communication. As Mohammed Iqram Hossain (Hossain, 2015) states :

“Writing is slightly different from speaking in the terms of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances”

Related to the explanation above, students who want to learn and master writing must have the competences which simplify in acquiring it. In the educational sector, students are demanded to master and able to apply these four skills especially writing. Regardless, students have different comprehension in a certain class and the teacher should consider method, strategy, and media in teaching.

In this modern era, student is not only the *acceptor* (communicant), but also as a *sender* (communicator) in the same time. So, the communication between communicator and communicant will be two-way communication moreover it will be multi-directional communication. Considering it, learning process needs media to connect them to make it more effective in gaining learning achievement. According to Tejo Nurseto stated that educational field, nowadays, has entered modern era when learning activity requires to decrease conventional method (speech method) and increase the usage of media (Tejo, 2011). Based on the statement above, teaching by using attractive media to present the material is required to solve the problem of teaching. On the other hand, the teaching and learning process can be applied if the *acceptor* (communicant) and the *sender* (communicator) are connected through the media. In short, media can be called a vehicle of sending and accepting the information.

Thorough media, students' comprehension of materials can be delivered clearly and the teacher's explanation will be packed up attractively. As Tejo Nurseto stated "The advantages of media is equalizing students perception by looking at the same and consistent objects; students will have an equal perception of materials; concretizing abstract concepts, for example explaining a government system, economical chart, science description, etc. It can be shown by pictures, graphic or a simple draft (Tejo, 2011). Thus, teacher's explanation will be delivered easily and transferred clearly to the students through attractive media.

In some schools, there are teachers who are using students' handbook as main media and internet access as additional media without any other attractive media. Based on the result of interview that has been taken on November, 11th 2019 by the researcher to an English teacher at Muhammadiyah Senior High School of Purbolingo, Ika Mawardi, S. Pd., media which is utilized in teaching English skill is easy to obtain, most of the media uses internet access. For example, in acquiring speaking skill the students can access the internet and find how to pronounce a word, check the error of utterance and so on. This type of media are simple to do, but in the same time this media can not be applied in acquiring writing skill especially Narrative Text.

Narrative Text contains two main elements, intrinsic and extrinsic. In the intrinsic element, Narrative is a kind of text which provides story plot, character building, setting, etc. Manfred Jahn stated that all narratives have a story, and all stories are populated by characters. Stories can be told in the modes of spoken or written text, film, picture, performance, or combinations thereof (Jahn, 2017). In written Narrative, such as we are dealing with here, the writer tries to invite the reader to feel and directly involve in the story plot as if going inside there. Thus,

the students should be given the material about Narrative Text accurately, as much as the students can understand and write the text.

In teaching Narrative Text, the teacher is challenged to present the material well so the students understand the story plot of a certain story and know what should they do to write Narrative Text. The students should know detail of the story plot in reading Narrative Text, but the story which has long plot, sometimes can saturate the students. Consequently, the teacher should decrease the use of those media in order to interest the student in reading and following the plot in Narrative Text.

Eventually, the media that is applied in teaching Narrative Text is only students' handbook which saturates the students and internet access which can be misused by the students and both of the media have not been able to interest the students in learning Narrative Text. Whereas, the materials that should be studied by the students is not only Narrative Text, but also Recount Text, Descriptive Text, Procedure Text, etc. Because of the variety materials which must be acquired and the monotonous media, the teaching and learning process becomes unattractive so that the students are not well motivated in studying English.

Reviewing the problems above, the researcher try to look for solution and make an inovation in order to help either the students or the teacher in gining learning goals. The one of solutions that will be done is developing media for teaching English especially Narrrative Text. Hopefully by developing teaching media the teacher can present the materials attractively and the students can enjoy in teaching and learning process.

After analyzing several sources of students' handbook at tenth grade, most of the materials in the handbook are presented in the form of written text. Although some of them are presented by illustrating the items, it has not affected yet for the students in understanding the materials especially the story of Narrative Text.

There many stories in Narrative Text. The one of stories is Timun Mas that has rural bacground scene and quite environment. The stories of Malin Kundang which has a good moral value and has the coast background in Sumatra island. The description of the settings will be more attractvie and intertaining the students if it can be illustrated by the pictures and texts. Hence, it is needed to develop a product related to the teaching and learning media which illustrate the stories of Narrative Text in the form of comic.

After reviewing previous research by (Setyani, 2016) entitled "Pengembangan Media Komik Sejarah Proklamasi Kemerdekaan Pada Mata Pelajaran IPS Kelas V SD". The result of the research is the product are able to attract students' interest and motivation in learning the history of independence proclamation and increase the variety of learning media in Social Science lesson.

Accordingly, the researcher are interested to conduct a research and development of product for teaching Narrative text entitled "Developing Fairy Tale Comic as Teaching Media".

B. Problem Formulation

1. How does Fairy Tale Comic meet the validity criteria in the use of teaching media?
2. Can Fairy Tale Comic as teaching media be applicable in teaching Narrative Text?

C. Objective of Product Development

The objective of the product :

1. To find out whether Fairy Tale Comic can meet the validity criteria in the use of teaching media.
2. To know how applicable Fairy Tale Comic as teaching media in teaching Narrative Text.

D. Benefit of Product Development

Hopefully, the result of product development has benefits as follow :

1. It can solve teaching problem which needs media as attractive way to make the students feel enjoy in learning and teaching process.
2. The product can help the teacher in equalizing the students' comprehension.
3. The use of Fairy Tale Comic as teaching media helps teachers to be more professional and inovating so the students can learn the material easily.
4. By using Fairy Tale Comic as teaching media, students are interested to learn the material especially Writing Narrative Text. So the students can increase their ability in understanding the material.

E. Product Specification

The product which is expected as the result of development in this research has the specifications as follow :

1. The product that will be developed is a comic which contains the stories of Narrative Text.
2. The comic will be presented in the form of a comic book and digital comic
3. The design of the product will use manual and digital tools
4. The product will use suitable color based on the intrinsic element of the story

F. Urgency of Development

Nowadays, the entertainment media is spreading away and influencing the students' learning outcomes so that the use of attractive media should be considered. The researcher thinks that the students who are affected by the development of technology will be assisted by the use of media which is more attractive than before so the students can be directed as well as they understand and focus on the materials especially Narrative Text. Besides that, the transferring process by the teachers to the students will be done easily and systematically related to the providing of the media that will be developed. By implementing it, the comic as teaching media can be applied well.

G. Product Development Limits

The Product Development of this research will be limited by :

1. Teaching media that will be developed is in the form of collection of several Narrative stories come from students' handbook.
2. Teaching media that will be developed only discuss the stories of Narrative Text.
3. The validity of the product can be considered by the expert as the validator of the product who measure product validity. Effectivity of the product can be considered by the cognitive aspect of students' learning results. Practicality of the product can be considered by teacher's and students' responses after passing the learning process using Fairy Tale Comic as Media.