

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter, presents background of the study, problem of the statement, objective of the study, significance of the study, scope and limitation and the definition of key term.

#### **A. Background of the Study**

Reading as one of the language skills is highly important in supporting other skills. Reading relates to comprehending and thinking process to get the meaning of the text. The readers construct the meaning and try to get the information presented in a text. In reading, the students must be trained to apply what they know to understand unknown factors, whether these are ideas or easy words. With reading, the readers can gain a lot of information and knowledge while also increase their English skills. According Patel and Jain (2008:113-114) reading is an important activity in live with which people could update his/her understanding. Reading isn't only a source of information and enjoyable activity, it also a means of consolidating and increasing one's knowledge of language. Reading is necessary to widen the thoughts and understanding of the foreign culture. One kind of reading text which is being taught in in the school is narrative text.

Narrative text is a kind of text which tells a story based on a series of events. One kind of text which is taught in school level for reading subject is narrative text. Narrative text is a text that tells a story and entertains the

reader or listener while doing so (Setianingsih, 2013). Setianingsih (2013) also claims that narrative texts have the following lexicon grammatical features: focus on definite and typically individualized participants, use of material process, use of comparative process and mental process, use of temporal conjunctions and the use of past tense. Narrative is a story and within this storytelling, the kinds of narrative text are; fable, legend, fairy tale and folk tale and romance.

There are many teaching media to teach reading, one of which researchers use is digital storytelling. The way that can be carried out in developing learning media by using technology in the area of education is in the shape of digital storytelling. Digital storytelling is a combination of storytelling art with multimedia features such as digital graphics, text, voice narration recordings, videos and music that present certain materials with a sure duration of time packaged in digital format (Robin, 2006a, Robin, 2006b, Dreon et al, 2011). Digital storytelling is a media form of technology that has been designed to increase students to tell stories. This media can be operated on all computers and laptops. It can be used not only on a laptop, but also on any smartphone running android or ios. In teaching reading narrative text, the researcher display digital stories as a way to offer new material.

The advantages of digital storytelling can make students use their multiple intelligences: students can think, create, feel and express. Students get to quest for and collect information, images, text-sound, etc. Furthermore, digital storytelling can help students to develop their creativity to solve important problems in innovative ways (Ohler, 2008). A disadvantages with digital

storytelling that the teacher are unable to handle the available technology or does not have acces to classroom. There many also are those that have never heard of digital storytelling.

Perception is the awareness of specific material things present to experience, Angel (2015:122). So, the perception can be described as the process of receipt of stimuli through the senses, which is preceded by the attention or cognizance that the individual can decide, interpret, and appreciate about what's observe, how a individual sees, views or defines something. Students' perception of the use digital storytelling in reading affects learning outcomes. This means that perception is one of the factors that affect students learning outcomes. In addition to perception, interest also affects students learning outcomes.

Based on the explanation above, the researcher is interested to research the "Students Perception Towards The Use of Digital Storytelling in Reading Narrative Text". The researcher hoped the students perception towards the use of digital storytelling in teaching reading narrative text can answer the problem of the statement.

In this research, the researcher choose SMAN 1 Dawarblandong at the tenth grade as the population. The reason the researcher selected this topic is that learning reading narrative text will cause unique perceptions for each student. Because the perceptions that stand up from students come from the survey they make during the learning method of the material. From the results of those survey will bring up a perception, where the perception is positive or negative depending at the survey made through students. The students'

perceptions will later be used as cloth for evaluating the advantages and disadvantages of learning reading narrative text.

#### **B. Problem of the Statement**

Based on the consideration, the problem of the statement is as follow:

1. What are students' perception towards the use of digital storytelling in reading narrative text?
2. What are students' perceptions of the influence digital storytelling towards their reading comprehension?

#### **C. Objective of the Study**

Based on the problem of the statement, this study is aimed to:

1. To find out students perception towards the use of digital storytelling in reading narrative text.
2. To know students' perceptions of the influence digital storytelling towards their reading comprehension.

#### **D. Significant of the Study**

The finding of the research is formulated to give contribution to English teaching and learning as follow:

1. **Teoritically**, this study offers the students perception towards of use digital storytelling in learning reading narrative text.
2. **Practically**, this study offers advantage towards teachers, students and the researchers.
  - a. For the English Teachers

This study can help the teacher to know that digital storytelling can be use as media to teach students learning narrative text. So the

teacher can make interesting learning media to increase students motivation.

b. For the Students

For students, students must be interested in learning English. It's important can increasing students reading narrative text.

c. For the Researcher

It's hope that later students can increase their learning abilities in the new ways that have been taught

#### **E. Scope and Limitation**

The scope of the study covers use digital storytelling in teaching reading narrative text. Then there are some limitation in this study, this are:

1. This study focused finding out the student's perspective towards the use digital storytelling to learn reading narrative text

#### **F. Definition of Key Terms**

In this part, the researcher would explain about the topics that have been discussed previous. The definition of key terms are follow:

**a. Reading**

Reading is some interactive processes between the reader and the text, in which readers use their knowledge to build, to create and to construct meaning. In reading, students will learn how to use words in a sentence appropriately, or how to write nicely. It also help students to develop vocabulary mastery and spelling.

**b. Digital Storytelling**

Digital storytelling is a unique feature in teaching and learning that shares information through multimedia. Digital storytelling is a manner to combine traditional method of telling a story with different kinds of digital multimedia.

**c. Narrative text**

Narrative text is a story tell about something interesting that has purpose to entertain for the readers or viewers. Narrative text can be a folk tale, fairy story, science fiction story, personal experience, romantic story, etc.

**d. Perception**

Perception is a stimulus that is sensed by the individual, organized and then interpreted so that the individual realizes and understands what is being sensed