

# CHAPTER I

## INTRODUCTION

This chapter contains background of the study, formulation of the study, objective of the study, significance of the study, scope of the study, and the definition of key terms.

### **1. Background of the Study**

The four basic skills must be balanced when learning about language. There are two categories for these fundamental abilities: receptive skills and productive skills. Receptive skills include reading and writing, while productive skills include speaking and listening [1]. In line with this statement, it is crucial to teach students both receptive and productive skills in order to assess their grade of language proficiency. Despite the need for balance, the four skills mentioned above range in difficulty.

Writing is the most challenging skill because it involves several elements, including grammatical, sentence structure, word choice, and so on, especially in foreign language teaching [2]. When compared to listening, reading, and speaking skills, these things are necessary to mastering in order to support our writing to be a good writing. It also make writing itself become the most challenging skill. Students may communicate their thoughts, feelings, desires, and experiences in writing to readers, but they are unable to do so verbally. The students who still find it challenging to develop all of them are to blame for this. Even though it is difficult, writing skills must be mastered when learning a foreign language. Writing is an important skill and must be mastered by English learners [3]. Besides having difficulties, writing also has benefits as a development of potential in oneself.

Writing is one of the important things as the first step of self-development. Writing is the right step in sharing a conversation to build a view on a topic [4]. A person can express how they have an opinion on a topic freely. When someone can write, he can easily express anything in written form, including opinions.

Writing is the same as pouring ideas that we have through writing as a medium for conveying to others [5]. A person can channel ideas, opinions, experiences, and useful knowledge as information for others through writing. Writing has several benefits as follows: 1) Increasing intelligence, 2) Developing initiative and creativity, 3) Cultivating courage, and 4) Encouraging willingness and ability to collect information [6]. Writing can raise students' critical thinking by helping them summarize, integrate and synthesize several elements into a coherent one [3]. According to the expert's expression above, writing can trigger thinking and train the brain to generate new ideas. Writing can also bring up critical thinking so that they can communicate better. Communicating not only through speech but also through writing. When someone is embarrassed to speak, he can express all opinions through writing. Although many important things to be learned from writing, Indonesia still has many problems.

Basically, writing can be done in terms of academic and non-academic. Writing in non-academic terms can be done outside of school activities such as writing in a diary and writing captions on uploads on social media to fill spare time or hobbies. While writing in academic terms is taught in schools as students do assignments from teachers. Students are taught how to write in a foreign language, especially English. English is always conducted at grade level because it is an international language, so it is mandatory for students to master it. Writing is an ability that is always taught in learning English at school [7]. Getting used to writing can create students' writing skills, which can develop students' potential.

Based on the observations at SMKN 1 Mojoanyar on preliminary research in *Praktik Pengalaman Lapangan (PPL)* activities from October 26, 2021 to December 22, 2021, class X of Multimedia students face a number of challenges when writing in English. First, students need more time to produce an article in English. Second, they often feel confused when they start writing. They have difficulty in finding ideas to make an essay. Third, lack of motivation is also one of the causes of problems faced by students. Fourth, they have difficulty in producing writings that are well structured according to grammar. Problems or difficulties in writing include four things: 1) afraid to start; 2) not knowing when

to start; 3) organization and 4) language [8]. This is evidence that writing is a difficult skill in comparison to others.

From the problems above, the researcher provides an initial solution related to understanding the problem using a multimodal text media with the folktale theme. The use of Multimodal Text is closely related to students' cognitive abilities, which can increase creativity and attention [9]. Media allow the teachers to transfer the material and help students understand about the learning topics. Also media can increase motivation in the teaching and learning process. The use of media can increase the effectiveness of learning, foster interest and increase student motivation in learning [10]. The researcher hopes that it can increase the effectiveness in writing narrative texts.

Furthermore, the researcher used a folktale theme, namely raising Indonesian folktale. The world is getting more sophisticated day by day. Technology is advancing so that some ancient things have begun to be abandoned, for example, folktale. The author wants to bring back something that has become a legend in Indonesia so that it is not forgotten but still maintains technology. Folktale is very popular among children [11]. The thing that makes children love folk tales is because it brings up animal stories, humor, and traditional magic. Although ancient, folktale has become part of 18 character education according to the Ministry of Education because it raises the value of love for the homeland [12]. From this statement, it can be seen that folktale can be used as a theme in learning media.

The use of multimodal text media in learning has been researched by [13] and demonstrates success in improving students' reading proficiency. Desi aimed to investigate the impact of incorporating non-printed multimodal text into an extensive reading program on students' reading comprehension. Students pursuing an engineering major at a Surabaya polytechnic were the object. Non-printed multimodal texts (NPMT) and linear texts (LT) are available in society and are being used to test which mode is most effective in improving students' reading proficiency. In a one-semester extensive reading program, two groups of engineering students from a Surabaya polytechnic were exposed to NPMT and the

other to LT. To assess the students' reading proficiency, a TOEIC pretest and posttest were administered. The t-test analysis conducted with SPSS version 23 for Windows reveals a significant difference in achievement between those who are exposed to NPMT and LT after the reading program ends. The NPMT group outperforms the LT group in terms of reading proficiency. It means that using non-printed multimodal text in extensive reading can help students to improve their reading comprehension. The only difference is in the skills taught; Desi's research focuses on reading skills for the TOEIC test, whereas the current research focuses on writing skills in narrative text for classroom teaching and learning activities.

Based on the background above, this study explains the impact of teaching narrative text using folktales through multimodal text media. This study also identifies how multimodal text can help students writing narrative text using folktales in class X Multimedia at SMKN 1 Mojoanyar.

## **2. Formulation of the Study**

- 2.1 What is the effect of teaching narrative using folktale through multimodal text media?
- 2.2 Does multimodal text can strengthen students writing narrative text using folktale?

## **3. The objective of the study**

- 3.1. To find out the effect of teaching narrative using folktale through multimodal text media
- 3.2. To determine whether or not multimodal text can strengthen students writing narrative text using folktale

## **4. Significance of the Study**

### **4.1. Theoretical**

This research is expected to support the folktale theory used in the learning process in order to improve students' ability to write narrative texts.

#### 4.2. Practical

The selection of folktale themes using multimodal text media in this study can be used as a reference by English teachers to teach writing skills to students. Students can also develop their ability to write narrative texts through folktale.

### **5. Scope of the Study**

By activity, this study teaches writing using folktales and a multimodal text. By content, this research looks at the generic structure of a narrative text. The generic structures of narrative text are orientation, complication, and resolution. Writing evaluation is guided by five major factors. Important considerations include content, organization, vocabulary, language use, and mechanics. As a result, the researcher wishes to focus exclusively on using folktales through multimodal text media to improve students' ability to write narrative texts.

### **6. Definition of Key Terms**

6.1 Folktale: a form of a traditional story from a certain area that tells about a legend passed down from generation to generation.

6.2 Multimodal Text: an online text of a material that contains several aspects such as pictures, texts, audio, and videos are used in online or offline learning.

6.3 Narrative Texts: text whose structure contains orientation, complication, resolution, and re-orientation about fantasy stories, fairy tales, folktale, and animal stories that aim to entertain readers.

6.4 Teaching Writing: giving direction systematically to produce or produce writing correctly based on grammar and sentence structure.