CHAPTER I

INTRODUCTION

1.1 Background of the Research

The term "writing" was very important in education, especially in the era of digitalization and information. According to Muhammad Yunus in Dahlia's research, writing is conveying messages (communication) using written language as its tool or medium. The writing was interpreted as pouring out ideas/thoughts using written language as a means of conveyance (Tarigan in Etik's research) [18]. Django Tarigan suggested that writing meant expressing ideas, thoughts, opinions, or feelings in written form. Writing was a symbol or representation of language that users could see and agree upon. Sumarno [48] also expressed his opinion on writing: placing graphic symbols that represented language understood by others. The writing was familiar to us. Articles, essays, reports, reviews, literary works, books, comics, and stories were examples of written language forms and products that were familiar in our lives. These writings presented the author's ideas, thoughts, and feelings in a structured and engaging manner. Writing was the result of language proficiency possessed by an individual, typically mastered after the skills of listening, speaking, and reading (Iskandarwasid) [24]. In conclusion, writing served as a vital means of communication, allowing individuals to convey messages, ideas, thoughts, and feelings through the written word. Writing reflected the language proficiency of individuals and demonstrated their ability to structure and engage audiences with their ideas.

Usually, the writing process requires a longer time to contemplate and generate ideas. Oshima and Hogue reinforced this statement in their book 'Writing Academic English,' where they asserted that writing was a process rather than a final product [36]. Students were expected to connect their ideas effectively in well-structured paragraphs when learning English. This notion was emphasized by Tarigan, who stated that writing demanded logically organized ideas, clear expression, and engaging organization, thus making writing a complex activity. According to Warschauer, there were three crucial reasons why English learners should have studied writing skills. Firstly, writing proficiently was crucial for

academic or career success. Secondly, writing was effective in developing academic language skills as it was easier for learners to explore complex lexical or syntactic expressions in writing. Thirdly, writing in English was highly valuable in comprehending various subjects as written expression enabled students to enhance their skills. It could be concluded that writing skills provided a significant foundation in education, the workforce, and society.

Nurgiyantoro [34] asserted, "Writing is an active, productive, complex, and integrated language skill." The ability to write well was not acquired naturally; it was usually learned or culturally transmitted as a set of practices in formal education settings or other environments. Several aspects must be understood, including vocabulary, grammar, and language characteristics. According to Hadley [20], writing skills must be practised and learned through experience. Writing also involves composition, implying the ability to inform or recount pieces of information in narration or description or to transform information into new texts, such as in expository or argumentative writing. Although students had been accustomed to writing since elementary school, they still encountered difficulties when writing in foreign languages. Most students struggled to recall vocabulary and use correct tenses. According to Ikrima [23], students faced two main problems in learning writing: grammar and vocabulary. However, as we know, correct grammar and vocabulary are crucial in writing a text. This aligns with what Brown, as cited by Hidayah bin Abdullah [44], states in his writing. Brown revealed that grammar was a system that regulated the relationship between words to form meaningful sentences. In other words, grammar was a way to compose a sentence by combining various parts of speech, such as subject, verb, article, noun, adjective, adverb, modifier, phrase, clause, object, etc. Therefore, students should pay attention to grammar in their writing because grammar is crucial. With good grammar, the resulting writing becomes more meaningful and coherent, and the message in the writing can be conveyed well and understood by the reader. Another challenge students face in writing is the difficulty in developing ideas in written form (Wibowo[54]).

Several factors, including cognitive background and interest, influenced writing abilities. To enhance the student's interest and writing skills in English, it

was crucial to use teaching methods that aligned with the desired learning objectives. In this study, the researcher aimed to improve students' writing skills by guiding them in writing narrative paragraphs that depicted events chronologically. Narrative paragraphs were chosen because they resonate with student's life experiences. Narrative texts often appear in various forms, such as myths, legends, fables, short stories, and others (Barthes & Lionel, [8]). This approach was hoped to engage students' interest and enhance their writing ability, particularly in narrative texts. Based on experiences during the Teaching Practicum at SMP Terpadu Darul Dakwah, the researcher found that the eighth-grade students' writing skills in crafting narrative texts were still relatively low. Students still struggled to understand words, compose paragraphs, and structure sentences grammatically.

Based on the emerging issue, the multimodal digital text method was needed to enhance the students' narrative writing skills. The multimodal digital text approach in learning opened up new opportunities to share knowledge, such as information, skills, or expertise, across all social media platforms unavailable in the pre-digital era (Siemens, [35]). This approach aligns well with 21st-century learning, emphasizing digital skills, critical thinking, problem-solving, creativity, and collaborative work (Karim, [25]). The study "The Influence of Implementing Multimodal Text in an Extensive Reading Program for ESP Students" investigated the impact of incorporating non-print multimodal text (NPMT) into an extensive reading program on students' reading comprehension. Engineering students from Surabaya Polytechnic participated in the study. The effectiveness of NPMT and linear text (LT) in enhancing reading proficiency was compared. Over one semester, two groups of engineering students were exposed to NPMT, while others used LT. TOEIC pretests and posttests assessed the students' reading abilities. Analysis using SPSS Version 23 for Windows revealed significant differences in achievement, with the NPMT group outperforming the LT group. This result indicates that non-print multimodal text can significantly improve students' reading comprehension in extensive reading programs. However, the implemented method involved researchers utilizing video fairy tales or folk tales suitable for students' comprehension levels. This method aimed to increase

students' interest in learning English, change their perception that English was boring, and enhance their technological literacy. Therefore, the researchers aimed to provide a solution to the challenges at SMP Terpadu Darul Dakwah. Based on the background provided, the researcher formulated the study's title, "The Effectiveness of Multimodal Texts to Enhance Writing Narrative Text of EFL Students."

1.2 Formulation of the Problem

1. Did the effective implementation of multimodal text enhance the students' writing narrative text of EFL students?
2. What was the student's response to the effectiveness of multimodal text in writing the narrative text?

1.3 Research Objectives

Referring to the research formulation above, the objectives aimed to be achieved in this study were:

1. To determine the effect of teaching narrative texts using multimodal digital text.
2. Knowing multimodal texts could affect students' narrative writing skills.

1.4 The Significances of the Research

1.4.1 Theoretical

This study is expected to support the theory of folk tales used in learning to enhance the ability to write narrative texts.

1.4.2 Practical

This research's selection of folk tale themes using multimodal text media could serve as a reference for English teachers teaching writing skills to students. Additionally, students could develop their ability to write narrative texts through folk tales.

1.5 Limitations of the Research

This research focused on teaching writing using folklore and multimodal texts. It explored the generic structure of narrative texts, which includes orientation, complication, climax, and resolution. Writing was evaluated based

on five key factors: content, organization, vocabulary, language use, and mechanics. The study aimed to enhance students' proficiency in writing narrative texts by specifically integrating folklore with multimodal texts.