CHAPTER I

INTRODUCTION

A. Research Background

Human beings are storing creatures; we make sense of the world and the things which are happen to them. They constructing narratives to explain and interpret ourselves and other people. The narrative structures and the vocabularies which they use while craft and told their tales of their perceptions and experiences were also providing information about their social and cultural positioning.[1]

Reading narrative text is often referred to aesthetic reading because ones reads it for enjoyment and pleasure.[2] The purpose of narrative text itself are to entertain, to gain and to hold a reader's interest.[3] Narrative text relates a series of events and includes both fiction (novels, short stories, poems) and non-fiction (memoirs, biographies, news stories). The fiction and non-fiction above are very common in our daily life and used for many important purposes.[4]

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[1]Pat Sikes - Professor in Qualitative Inquiry- Ken Gale " Narrative" *Narrative Approaches to Education Research*, (http://www.edu.plymouth.ac.uk/resined/narrative/narrativehome.htm, accessed on Januari 01, 2015)

[2] Dista devitasari, Bachelor of Arts: *"The effectiveness of using pictures in teaching narrative text"* (Jakarta: Syarif Hidayatullah State Islamic University, 2009), xi

[3] Gunarso Susilohadi, et. al., *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas IX Edisi 4.* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.143

[4] Roberta L. Sejnost - Sharon M. Thiese "Reading (and Scaffolding) Narrative Texts" *Colorin Colorado Helping Children Learn and Succeed,*(http://www.colorincolorado.org/article/39884/, accessed on Januari 01, 2015)

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Education researchers also have concluded that reading narrative text is a powerful tool to promote learning.[5] The researcher had participants read two versions of a story, The one in a "linier" structure, and the other in a narrative structure similar to a fiction story. The result suggested that the narrative story rated higher among participants when ranked for reader interest. [6]

Furthermore, the teachers' strategies in teaching reading narrative text are an important factor to improve students' skills in reading narrative text. The teachers have to choose the right strategy to achieve adequate competence of students in reading narrative text.[7]There were several kinds of strategies which can be implemented by teachers in teaching reading. They are three categories of learning strategies: meta-cognitive, socio-affective, and cognitive."

> "In the reading activity, meta-cognitive means monitoring our own thinking and taking corrective action when comprehension fails. Socio-affective means cooperative learning and asking questions for clarification, this is strategy in which a learner interacts with one or more people in order to support learning. Moreover, cognitive means making inferences, visualizing, and predicting the reading material, In these strategies a learner manipulates the material to be learned mentally (visualizing) or physically (creating graphic organizers)."[8]

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[5] Steven Nathanson "Reading Horizon" *Harnessing the Power of Story:Using Narrative Reading and Writing Across Content Areas*, (http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1124&context=reading_horizons, accessed on Januari 01, 2015)

[6] Ibid, p.12

[7] The United States Departement of Education "Institute of Education Science" *Teaching Reading Comprehension Strategies and Selecting Appropriate Text,* (http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_rc_pg_rec01.pdf, accessed on Januari 11, 2015)

[8] Margaret bouchard, *Comprehension strategies for English language learner*, (USA:Scholastic Inc, 2005), p.5

The researcher focused on cognitive strategies, because cognitive strategies and narrative text have correlation in their application. In the cognitive strategies students manipulate the material to be learned mentally (visualizing) or physically and they make inferences, visualizing, and predicting.[9] It has relationship with narrative text, because it uses imaginative language and express emotion, often through the use of imagery, metaphors, and symbols.[10] Therefore, students can more easily follow the story line and make successful predictions about what is occur through cognitive strategies.

Based on the explanation above, cognitive strategies explain how information is mentally processed. It is in a line with the features of multimedia which include sound, graphics, photographs, animation and moving video, direct links and references to dictionaries, and glossary.[11] They promote mental processing of information.

Multimedia is the one of three features of computer assisted language learning. The other features of computer assisted language learning are hypertext, hypermedia.[12] Hypertext is text which contains links to other texts. Hypermedia is a term used for hypertext which is not constrained to be text: it can include

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[9] Ibid, p.5

[10] Roberta Sejnost and Sharon Thiese, *Reading (and Scaffolding) Narrative Texts,* (http://www.adlit.org/article/39884/, accessed on 14th of March 2015)

[11] Prof. Dr. Munir, M.IT, *Multimedia Konsep dan Aplikasi dalam Pendidikan.* (Bandung: Alfa Beta, 2013),p.1

[12] Ken Beatty,*Teaching and Researching Computer-Assisted Language Learning Second Edition,* (Edinburg:Pearson Education, 2010), p.42

graphics, video and sound.[13] Moreover, Multimedia as the combination of computer-based media and communications systems, and it has a role to build, to store, to deliver and to receive information in the form of text, graphics, audio, video.[14] The term multimedia is used to encompass the non-linear organization of text in hypertext and the non-linear and multiple information formats referred to in hypermedia.[15]

In the recent years, multimedia also popular in the teenagers life, they often use multimedia as the assistant in their daily life.[16] It deals with the subject of this research, they are first grade students of senior high school. Moreover, multimedia features provide spoken text and written text which deal with the basic competence of the 2013 curriculum in the first grade senior high school. The basic competence is the students must be able to comprehend the meaning of spoken and written simple narrative texts.[17]

Furthermore, multimedia teaching mode gains many advantages if the teachers can use it in the multimedia technology and the internet resources and/or work out courseware. In another word, they can deal with the reading course

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[13]Ted Nelson.*What is HyperText.*(http://www.w3.org/WhatIs.html, accessed on December 20, 2014)

[14] Prof. Dr. Munir, M.IT, *Multimedia Konsep dan Aplikasi dalam Pendidikan.* (Bandung: Alfa Beta, 2013),p.2

[15]Ibid, p.45

[16] Harianto*, Pengaruh Perkembangan Multimedia terhadap Perubahan Kebiasaaan Masyarakat Indonesia* (https://hariantonote.wordpress.com/2014/05/12/pengaruh-perkembangan-multimedia-terhadap-perubahan-kebiasaaan-masyarakat-indonesia, accessed on 15th of March 2015)

[17] Info Dapodikdas, *Download Silabus dan RPP SMA Kurikulum 2013 Kelas 10, 11, 12 Terbaru* (http://infodapodikdas.blogspot.com/2014/09/download-silabus-dan-rpp-sma-kurikulum.html, accessed on 14th of March 2015)

more interestingly and the students are more active by comparison to the traditional teaching climate. Mo Jinguo's survey, the student would get better mark: in the multimedia class, their mark is 81.15 on average, while 79.78 in the non-multimedia class.[18]

Nowadays, most of teachers still teach with a lecture method or teacher centred and "stuffing" children with learning materials to achieve the curriculum targets.[19] In the other words, still there are many teachers who do not really understand about how to use and correlate technology in the teaching learning process. Whereas, the development of educational technology is supported by the rapid developments in communication media such as radio, television, video, CCTV, computer, internet which can be used for instructional purposes.

"In the old teaching, reading instruction skills and strategies are still poor and undeveloped. The speech-dominated education still applies a teacher-centered, book-centered, grammar-translation method and focuses more emphasis on rote memory than other practicable skills. Generally, teachers receive higher appreciation than teachers who are not. The teachers always give up the stimulating interaction activities such as games, role-plays, talk-based communicative activities in class and they are skeptical of the use of games as learning tools, especially in the senior high school because the students should face the college entrance examination."[20]

Based on the statements above, teaching reading with the old teaching method is less interest the students' attention. Moreover, most of teachers is less creative to stimulate the students with the creative activity.

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[18] Ibid, p.1
[19] Inung Zulfani, *Pentingnya Teknologi dalam Pembelajaran* (http://paisnews.blogspot.com/2009/04/pentingnya-teknologi-dalam-pembelajaran.html, accessed on 13th of March 2015)
[20] Liming Han, "The Advantages and the Problems of Multimedia-aided English Reading Instruction". *Language Teaching and Research*. Vol. 1, No. 3, May 2010.1

However, by the change of times and rapid development in technology, using multimedia computer assisted language learning are useful in teaching learning method than old teaching. It gives a new implementation of learning. Beside that, the wide range of multimedia tools available present new challenges for teachers who must select instructional technologies to match pedagogical strategies and desired learning outcomes.

Teachers were not only instructors, but also assistance to students' in learning process. Nowadays, teachers should try to inspire students' potentials, and give them challenge in creative and critical thinking. The role of teachers in this modern environment of computer assisted language learning has become active, creative and innovative because they should encourage students to take and to develop the responsibility for their own studies. [21] The concept of the learning process is moving from the teaching centred model to the learning centred one, focussing on constructing knowledge, discovering the world and entering intercultural multilingual communication, for example via group work, discussions, presentations, peer teaching.[22] The teacher, what is called, they were the one who transmits correct principles, teaches skills, and explains perplexity in

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[21] S. Assosiation, *Language, Literature and Culture in Education 2014: Conference Proceedings* (https://www.academia.edu/7262525/Language_Literature_and_Culture_in_Education_2014_Conference_Proceedings, accessed on 15th of March 2015)
[22] S. Kalnina and I. Kangro. "ICT in Foreign Language Teaching and Learning at University of Latvia in The Light of The Fiste Project". *ICT in Education: Reflections And Perspectives – Bucharest*, June 14-16, 2007.107

his essay.[23] As instructional technology progresses, today, technology will help teachers in teaching learning process.

There were several research which is related to the topic. The first research is conducted by Tzu-Pu Wang under the title *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching* which use qualitative method as their focused.[24] The second research is conducted by Mansur Hidayat under the title *The Implementation of Using Short Video Stories to Increase Students' Understanding in Learning Narrative Structure of Seventh Grade Students of Mts Pancasila Salatiga* which use classroom action research as their focused.[25] The third is research is conducted by Bambang Sumintono under the title *Penggunaan Teknologi Informasi dan Komunikasi dalam Pengajaran: Survei Pada Guru-Guru Sains SMP Di Indonesia* which use quantitative and qualitative method as their focused.[26] and the last is research by Hojjat Esmaeili Fard and Nesa Nabifar under the title *The Effect of Computer-Assisted Language Learning (CALL) on Reading Comprehension in Iranian EFL Context* which use experimental method as their

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[23] Tzu-Pu Wang, *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching,* The Journal of Human Resource and Adult Learning Vol. 4, Num. 2, 2008.134

[24] Ibid, p.134-141

[25] Mansur Hidayat, *The Implementation of Using Short Video Stories to Increase Students' Understanding in Learning Narrative Structure of Seventh Grade Students of Mts Pancasila Salatiga,*(Salatiga: STAIN Salatiga, 2013)

[26] Bambang Sumintono,dkk, *Penggunaan Teknologi Informasi dan Komunikasi dalam Pengajaran: Survei Pada Guru-Guru Sains SMP Di Indonesia* , Jurnal Pengajaran MIPA, Volume 17, Nomor 1, April 2012.122-132

focused.[27] Several research above have different focus, different research method, different subject, also different location. Some research use English speaking country as the research location, and some research use Indonesian speaking country. This research focused on analysing the challenges faced by English teachers in the implementation of multimedia computer assisted language learning programs in reading narrative text activities, and the challenges caused by related skill and managing issues such as training, preparation and its effective use in the teaching learning process. This research used qualitative method. The subject of this research were English teacher and the first grade students of Islamic senior high school. The location of this research was Persatuan Islamic Senior High School in Tulangan Sidoarjo East Java, it belongs to Indonesian speaking country.

This research took place in Persatuan Islamic Senior High School Tulangan Sidoarjo. Based on the preliminary research on 20th of December, 2014, by interviewing the English teacher and the headmaster, this Islamic senior high school has mission to be computer-based school. It is a school which has full multimedia facilities, such as LCD projector, television, and speaker in every class. This school also provide free *wifi* connection. Interestingly, this school also provides extracurricular which related to Information Technology (IT) it is

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[27] Hojjat Esmaeili Fard, *The Effect of Computer-Assisted Language Learning (CALL) on Reading Comprehension in Iranian EFL Context*, Journal of Academic and Applied Studies Vol. 1(4) November 2011.1-8

called Maintenance and Repair Information Technology (MRIT). It can improve the students' understanding when the teacher using multimedia and how to repair a computer or the other IT tools if they are broken. There are many vocational high schools which provide MRIT become extracurricular, but the researcher found in this islamic senior high school is the school which provide MRIT as the extracurricular.[28] The characteristics of the school above are support the process of this research.

This school also relevant with the research in challenges implementing multimedia Computer Assisted Language Learning programs in reading narrative text activities. It is caused by related skill and managing issues such as training, preparation and its effective use in teaching learning process. The English teacher in this school state that the challenges in implementing multimedia computer assisted language learning programs at this school are not about the electricity, and hardware facilities, but the big challenges are about the skill in how to manage and to correlate the multimedia into the teaching material. It is need longer preparation than the previous one. The English teacher also use multimedia computer assisted language learning programs in the reading narrative text activity. This condition happen because of the students interesting into digital story than reading the story.[29]

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[28] Preliminary research in Persatuan Islamic Senior High School on 20th of December, 2014.
[29] Ibid.

Based on the several reasons above, the researcher found out the challenges faced by the teachers implementing multimedia Computer Assisted Language Learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

B. Research Questions

The following problems need to be found out its answer through this particular research:

1. How is the implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015?

2. What are the challenges faced by the teachers implementing multimedia Computer Assisted Language Learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015?

3. How do the teachers overcome the challenges in the implementation of Multimedia Computer Assisted Language Learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015?

C. **Objectives of the Study**

The objectives of this study as follow:

1. To find out the implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

2. To find out the challenges faced by the teachers implementing multimedia Computer Assisted Language Learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

3. To find out the teachers' efforts to overcome the challenges in the implementation of multimedia Computer Assisted Language Learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

D. **Scope and Limitation of the Study**

The scopes of this research are teachers' challenges in implementing multimedia computer assisted language learning programs in reading narrative text activities.

There are three features on Computer Assisted Language Learning Programs, they are hypertext, hypermedia, and multimedia. This research focused on multimedia. The challenges caused by technical things such as

electricity, and hardware facilities, and caused by related skill and managing issues such as training, preparation and its effective use. This research only focused on the challenges caused by related skill and managing issues such as training, preparation and its effective use.

In this reasearch, the writer analyzed the challenges faced by English teachers in the implementation of multimedia computer assisted language learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

E. Significances of the Study

This research is expected to give some contribution:

1. To give new literature about teachers' challenges in implementing multimedia computer assisted language learning programs in reading narrative text activities in Islamic school, especially Islamic senior high school, because there is not previous study about teachers' challenges in implementing multimedia computer assisted language learning programs in reading narrative text activities in Islamic school.

2. To the schools or the teachers who are implementing multimedia computer assisted language learning programs in reading narrative text activities in Senior High schools. They may be improving the skills and the method to teach the students successfully.

3. To other researchers who are interested in conducting further research related to the implementation of multimedia computer assisted language learning programs in reading narrative text activities.

F. Definition of Key Terms

1. Computer Assisted Language Learning is any process in which a learner uses a computer and, as a result, improves his or her language.[30] In this research, Computer Assisted Language Learning is the applications or programs of computer in teaching reading narrative text.

2. Interactive Multimedia is the use of the computer to present and combine text, graphics, audio and video with links and tools. [31] In this research, Interactive Multimedia is the teachers' tool to present the material about reading narrative text. It used to interact and communicate with the students.

3. Challenges: Difficult task or something that is hard to do.[32] In this research, challenges are the teachers' difficult task, which need to be solved, in implementing the multimedia programs used in teaching reading narrative text.

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[30] Ken Beatty,*Teaching and Researching Computer-Assisted Language Learning Second Edition,* (Edinburg:Pearson Education, 2010), p.7

[31] T. Hofstetter, *Is multimedia the next literacy? Journal of Educational Communication & Technology 4,* (1994), p. 22-27.

[32] Merriam-Webster, Inc, *Challenge* (http://i.word.com/idictionary/challenge, accessed on 16th of March 2015)