

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The age of the 21st-century has been spotted by rapid changes in various areas such as the global economy, technology, culture, society, and education. In the 21st-century, students will be faced with the boom of digital technology and information, impacting the growth of the millennial generation (DiLullo et al., 2011; Wehling, 2007; Bickham et al., 2008) in Afandi et al., (2019). As digital natives who live in a technology and media-driven environment, students are expected to be familiar with skills related to information, media, and technology for example getting to and assessing data, utilizing and overseeing data, analyzing media, creating media products, and applying technology effectively (Partnership for 21st-Century Learning, 2019). Consequently, teachers need to foster their guidance to guarantee their students meet the necessity of 21st-century skills.

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Dealing with English subjects, teachers play a vital role to help students in mastering 21st-century skills. They need to lead students accomplishing high abilities in English as the significance of English is in accordance with the 21st-century, which requires numerous abilities to get elevated expectation utilization of English language (Suherdi, 2012b in Handayani, 2017).

Moreover, teachers also have to prepare the students to become literate and independent learners. It is important because students who grow up with internet facilities, smart phones, and unlimited access to information and social media can be faced with a dilemma between the need for accurate information and the rapid transformation of information into obsolete data (Lau, 2011; IBM, 2014) in Afandi et al., (2019).

Students need more concentration and conscious efforts in analyzing, evaluating, interpreting, and communicating the information, rather than just accepting it. As stated by the International Literacy Association (2020) that literacy expands beyond reading, it should include the students' skills to understand, question, and participate in the world around them.

Coming to the 21st-century, the term of literacy has progressively reflected on the use of technology for collecting and communicating information. As technology has been soaked up in many fields of social work, including education, various devices such as digital devices can be used to enhance the learning process (Pratolo & Solikhati, 2020). This phenomenon deals with digital literacy that teachers and students need to master in this digital age. The British Columbia Digital Literacy Framework (2013) provided a definition of digital literacy as "the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others". Other than that, the European

Commission utilizes the term digital competence instead of digital literacy. Referring to the European Commission (2018) (in UNICEF, 2019), digital competence includes the certain, basic and mindful utilization of, and commitment with, digital technologies for learning, at work, and for investment in society. Thus, teachers and students need to turn out to be basically educated with advanced media which incorporates not simply participating competently in digital literacy practices yet additionally fostering the capacity to utilize the media effectively and imaginatively.

Meanwhile, in the educational context, teachers also have to teach English to their students. Referring to Partnership for 21st-Century Learning (2019), mastery of key subjects such as English is essential for students in achieving their success. In line with that, Rahmat (2015) stated that it is important to teach English as it has become an obligatory subject to be learned since the students are in junior high school. Harmer (2008) (as cited in Iriana, 2018) also added that there is no doubt that English will dominate among the world's languages which will remain influential as a tool to facilitate communication between citizens in many sectors for many years. Thus, both students and teachers need to master English in order to adjust to genuine circumstances in this globalization era.

Afterwards, teachers also have to consider the curriculum used in the teaching and learning process. Kemendikbud 2016 (in Lumbanraja, 2019) noted that students should be able to produce short-spoken and written text. Several

texts that should be learned by the students in Junior High School based on the Curriculum 2013 are procedure, descriptive, recount, report, explanation, exposition and some short functional texts. Referring to Curriculum 2013, students should be able to identify the social function, generic structure, and linguistic features of the text. In this study, the researcher will focus on recount text.

Cavanagh (1998:11) in Lumbanraja (2019) defined recounts as retelling of past events. Recounts are usually written as a series of events in the order in which they happen. The aim of recount text is to retell past events which tells information about what happened, when it happened, where it happened, and who was involved. Dirgayasa (2014) in Putri (2019) added that recount text is a text that retells and recounts an event or an experience that happened in the past.

Nowadays, students can share their experiences by using some digital technologies such as social media, online games, multimedia and mobile phones. Digital scrapbook is one of the digital media used in learning, especially in writing recount text. Digital scrapbook is merely scrapbooking by adding portions of text, images, and video with the aid of a computer (IGI Global (2021) and Powell (2018)). As Jeanne and Joan (2005) in Putri (2019) also said that “Digital scrapbook is a fantastic fit for today’s fast-paced society — and its tools and techniques are easier, quicker, and more economical to use than ever”. By using a digital scrapbook, students can recount the stories in a delightful and interesting look and share their experience in the past to the reader through

gathering their photographs, at that point adding those with a story about their photos. This will help the students to improve their vocabulary and interest in recount text. So that is why this research focuses on analyzing the recount text on digital scrapbook.

Nonetheless, digital scrapbook is still uncommon to be used by the teacher as a method to deliver the learning materials and to conduct learning activities in the class. This situation happens because of the lack of information in applying this digital scrapbook. Little research has also been done to figure out the utilization of digital scrapbook in teaching recount text writing.

Even though there are still a few teachers who use digital scrapbook as a learning media, Widyanto et.al (2015), Permadani (2018) and Darini (2020) examined the use of scrapbooks have shown positive results and very effective in improving students' ability in writing recount text and helps them to learn the material easily.

In this research, the researcher wants to conduct a content analysis on digital scrapbooks which are published by Kate Hadfield Designs. The researcher chooses Kate Hadfield Designs' digital scrapbook because their works are widely used by scrapbookers and teachers for learning activities. Projects and layouts utilizing their illustrations have been published in various magazines including Digital Crafting Essentials, Papercrafter, Simply Cards and Papercraft, Complete Cardmaking, Papercraft Essentials and Crafts Beautiful.

Their illustrations have likewise been included on the Create and Craft TV channel there in the UK.

Although the use of digital scrapbooks have shown positive results and been widely published in several platforms and magazines, there is still a need to analyze the generic structure, language feature and social function used in those digital scrapbooks to see whether it is relevant with Curriculum 2013 in learning recount text in Junior High School in Indonesia or not. Moreover, the researcher also investigates the relevance of the process of accessing and using the digital scrapbook with the criteria of digital competence framework by the European Commission (2018) in order to encourage the use of technology for learning in school.

Based on the explanation above, the researcher intends to conduct a research under the title 'Digital Scrapbook for Learning Recount Text in Junior High School'.

1.2 Research Questions

Based on the background of the study above, the statement of the research questions are formulated as follows:

1. To what extent are the contents of digital scrapbooks published by Kate Hadfield Designs relevant with the Curriculum 2013 in learning recount text in Junior High School?

2. To what extent is the process of accessing and using digital scrapbook published by Kate Hadfield Designs relevant to the criteria of digital competence by the European Commission (2018)?

1.3 Purpose of the Study

Based on the research questions above, the purposes of this research can be seen as follow:

1. To reveal the relevance of the contents of digital scrapbooks published by Kate Hadfield Designs with the Curriculum 2013 in learning recount text in Junior High School.
2. To analyze the relevance of the process of accessing and using the digital scrapbook published by Kate Hadfield Designs with the criteria of digital competence framework by the European Commission (2018).

1.4 Scope of the Study

In this study, the researcher limits the study only to see the relevance of the contents of digital scrapbooks published by Kate Hadfield Designs with the Curriculum 2013 in learning recount text in Junior High School and analyze the relevance of the process of accessing and using the digital scrapbook published by Kate Hadfield Designs with the criteria of digital competence framework by the European Commission (2018). The researcher analyzes the contents such as generic structure, language feature and social function of recount text in the digital scrapbooks by using the criteria of language texts adopted from Iriana

(2018) and Curriculum 2013. These digital scrapbooks are made by the Creative Team of Kate Hadfield Designs.

1.5 Significance of the Study

The findings are expected to give contribution to:

1. For English teachers

This research can provide new knowledge about the media and source of learning material for recount text.

2. For students

This research can give information about other resources for learning English. They also can explore more about digital scrapbooks.

3. For the researcher

This research can inspire them to learn and experience how to conduct content analysis research, give new information about digital scrapbook and the analysis of digital scrapbook and give insight for further research with a different focus or level.

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