

## CHAPTER I

### INTRODUCTION

This chapter reveals the background of the study, the problem identifications, the research question, the purpose of the study, the scope of study and the significance of the study.

#### 1.1 Background of the study

Today in this globally and digitally interconnected world, all learners, and the components inside need new skill and knowledge to develop their progress. Fast forward to the current situation, phones and tablets are sleek and ever changing, streaming services have changed on how people consume entertainment and global economy has transformed on how people do everything from grocery shopping to online shop. In the spite of the rapid change, educators and experts promote *21<sup>st</sup> century skills* to prepare the students for their future and sophisticated generation that they will face.

The systematic review conducted by Chalkiadaki (2018) groups the broad range of 21st Century Skills into four mains : personal skills, social skills, information and knowledge skills also digital literacy. The report emphasizes on future skills that the students need to require. According to Bhuyan (2016), The start of the 21<sup>st</sup> century also has witnessed significant social trends in

where people access, use and create information and knowledge very differently than they did in previous decades.

Therefore with the change of learning environment and goals, teacher is expected being the first pace of the education in classroom. They are expected to pace up too. Hence, the teachers have new challenges to prepare the students for being more literate and independent to face the new generation ahead. In the new challenge, teachers need to compare skills to achieve many goals in one time, with the appropriate way certainly. Students are need to be able access information efficiently and effectively, evaluate information critically and competently, use information accurately and creatively, pursue information related to personal interest, appreciate literature and other expressions, and strive for excellence. (Palupi & Mayumi, 2019)

To accomplish these challenges, the teacher needs to make the students ready by the appropriate strategies. The first thing is learn thinking skills, emphasize the scaffolding for high-order thinking, classifying things in categories, arranging items along dimensions, making hypotheses, drawing inferences, analyzing things into their components and solving problem. Teacher need to help students to develop the students' capacity through speaking and listening, visualizing , and observing and reading and writing as well. Students must learn from their experiences, they need to analyze, evaluate, and produce text across various modes of language. Students also need to develop multiple literacies through teamwork and problem solving activities. (Palupi & Mayumi, 2019) Thus, because of these challenges,

teacher needs to adapt innovative approach to make the learners achieve the goals of the future generation they will face.

Additionally, Nishanti (2018) stated that even in the countries where English is not their official language but they set English in their curriculum. For this reason, English is being one of the languages which taught in numerous countries. Indonesia is one of the countries which use English as their second language. The curriculum used is already consist of English as their subject in school. To prepare the the students for communcation in global range, English is being essential thing to learn.

However, the ways the human interact with each other at present world reality are broad ranging. It also occurs on education sections, the assessment practices in schools mostly be focused on traditional published text, for example the textbooks given from the school or the government. These texts often require only single word mode despite there are being different modes that can be effectively used to convey thought. However, communication should require things like pictures, sounds, signs and gestures. Thus, an affordable approach named *Multi - Modal texts* uses two or more modes.

According to Luke (2015), Construction of Multi - Modal texts requires use of various digital tools, such as computers, computer software, digital cameras, iPad devices, audio recording devices, and scanners. The texts are much more complex than traditional Multi - Modal texts and require readers to assume distinct (Serafini, 2012). Moreover, readers of Multi - Modal texts must interpret textual aspects beyond the written language system, such as

hypertext, visual images, graphic elements, and audio narration. (Sharp, 2016). A Multi - Modal text enables language learners to read comprehensively through using different learning channels (Verhoeven & Perfetti, 2008).

Alongside with this, in this global COVID 19, the Ministry of Education in Indonesia also issued a policy of closing school, replacing the teaching, and learning process by using online learning system. (Fitria, 2020) Teaching online system is related to the use of technologies in constructing the system's infrastructure with adequate performances (Lee, 2009). According to Coombs (2010), the growth of online teaching also the effect of the recent development in information technology. In teaching online, technology is essential. It is not only as a background but also as a context for instruction in teaching because it can be the place where the teaching and learning process occurs (Major, 2015, pp. 9– 10). In teaching online, classes need technology and the internet as an enhancement of what is happened in the face-to-face classroom. (Fitria, 2020). Cooperman (2017, p. 8) states that it is important to online teachers to know about technology or the ability of technical background to use recent technology which can be delivered in teaching online both effectively and efficiently.

Furthermore, learning from various texts and sources should take advantage of existing technology with teaching materials in the form of Multi - Modal texts. They are inquired to have the ability to compare skills. Effectively teaching students how to produce Multi - Modal text involves new

and diverse literacy skills and semiotic knowledge which, by necessity, expand beyond the realms of conventional print-based skills into different various learning skills. Teachers need to draw on expertise and knowledge also skills from different field, to help the development of current skills competencies. That includes aspects from arts which digitally and easily accessible for the students. The material should be consisting of media that they frequently see in their daily life, such as music, drama, cinema which uses Information Communication Technology (ICT).

Considering the benefits of Multi - Modality, an English teacher from one of the special needs schools in Indonesia has occasionally used Multi - Modal materials in teaching English particularly reading. Another fact stated that English in Indonesia ranked below other Asian countries had been reported by English Proficiency Index (EPI) in 2017. Eighty countries were surveyed, Indonesia ranked 39 falling behind Singapore, Malaysia, and Vietnam. The survey used the English components such as grammar, reading comprehension, and vocabulary as the basis of its index assessment system. Based on this rank, Indonesia was considered having low English proficiency level with other Asian countries such as Vietnam and Thailand.

Moreover, according to Kitson (2011), reading comprehension involves the active construction of meaning through the interaction of the reader and the text. In other word, reading is an active process that used reader's prior knowledge to understand and to make meaning from what the readers read. Besides, all the educators to be responsible to develop their teaching method

and material to increase the quality of undergraduate students, especially teachers.

Teaching materials are often the most important and observable element component in classroom instruction (Nunan, 2004). It is one of the five important components of language teaching. In addition, (Date, Type, & Price, 1997). The materials serve as a resource that supports learners' practice and communicative interaction presents grammar, vocabulary, pronunciation, and ideas for classroom activities, and serves support for less experienced teachers. Teachers, particularly those who are less experienced, teachers rely on all guidance provided by a textbook. (Ikasari, 2019). According to Wardah (2018), Teaching material has a vital role in teaching and learning activity because this is the tool for the educators to deliver the knowledge about the relate topic. She also stated that Students' interest and motivation could depends on how the materials look and going. Therefore, the teacher should be in considerable making the material. However, it is a fact that a textbook does not always meet the variety of conditions in a language class (Richards, 2003). However according to Myumi et. Al (202) “ *Kendati guru mengklaim mereka paham atas materi yang diajarkan, menurut Mayuni et.al (2020), bahwa guru memiliki keterbatasan dalam mengembangkan strategi membaca yang bermakna.*” Means that teacher have limitations to understand the reading material. Therefore, teachers needs to implies new strategy to increase the students comprehension. It implies that teachers should develop materials based on students' needs (Ikasari, 2019). As stated here, in developing

material, teacher needs to know what is their student's necessity, they need to select it and identify it correctly to support the student's development.

As stated above, teacher needs to develop a material that can support the students' needs and development. Assuming that, not merely because of the globalization has come but the global pandemic changed and influenced the current education system. The situation makes the learners divert their learning process from face to face into online system. (Padmo, 2020). The sources of the learning have diverted to the online as well. Through the online system, students have so many options to choose for their learning sources. Due to the occurrence, students and teacher needs to develop their digital literacy to enhance the goals of the learning during the pandemic era. The leaning material also has changed to the online system.

To help and support the students' needs, teachers must provide material that can engage the students' participant. Through this way, students' can learn in their own way, and they could enjoy the learning process. Multi - Modal text is one of the approaches which have this goal, the text will be required students' semiotic features. The text will be including about the picture and the text to support the students' comprehension in understanding the text and the material. This is considered as the motivational way to engage the students' thinking process. Comics are examples of Multi - Modal texts most students are familiar with. Creating their own comics can be done as a fun extra task without a lot of criteria. On the other hand it is possible to use these worksheets tied to specific criteria. An Experience Curriculum and The

English Language Arts (1935) share is an appreciation for the increasingly prominent role that the mass media were playing in young people's lives. Consider, for instance, that An Experience Curriculum included activities related to listening to radio broadcasts. (cf. 64) and discussing motion pictures (cf. 67) in its suggestions for primary and secondary literature learning. Similarly The English Language Arts includes a statement asserting the relevance of radio, film, and television in the literature curriculum (cf. 392). (Syma & Weiner, 2013)

Moreover, using Comic Strip is not only appear on the printed style such as a newspaper, magazine, or a comic book. But nowadays, social media has a big impacted role in the human daily life. Teacher and learners can find many things in the internet and social media. Thus, evolution of comic has followed the trend. Digital Comic which usually appear on the social media and internet has become a trend for daily life and learning process. The internet also makes the students or the leaners more flexible and accessible for the learning process. They can choose and use the source from the internet and social media if it is appropriate and relatable.

## **1.2 Problems Identification**

According to Wardah (2018), Teaching material has a vital role in teaching and learning activity because this is the tool for the educators to deliver the knowledge about the relate topic. She also stated that Students' interest and motivation could depends on how the materials look and going. However, it is a fact that a textbook does not always meet the variety of



conditions in a language class (Richards, 2003). Therefore, the teacher should be considerable in making the material. Nevertheless, according to Huriyah (2015) teachers lack the creativity to produce their own media to aid the learning process, instead of they are relying on the same media frequently. When students are exposed to the same material again, the learning process becomes tedious and boring, and they lose interest in learning process. As stated here, in developing material, teacher needs to know what is their student's necessity, they need to select it and identify it correctly to support the student's development.

In additional, Interpersonal & Transactional text is being a material appear in curriculum for 7th grade (KD 3.1, 3.2 & 3.4). The objectives is students expected to understand the contextual meaning of the text, they also require to recognizing the language features in the text. This kind of text is usually getting the students easily boring because the text is quite long and only appeared in conversation form. Thus, Digital Comic Strip which also called Multi-modal text is considered helpful to support the students reading comprehension. By this approach, students not merely contemplate the text but the media help them to make a better comprehension. Nonetheless, the teachers usually forget to add some fun in their learning process. They put too many texts in one material on textbooks. Meanwhile, the current situation forces the education components to adapt new learning material since textbooks is no longer the main source of the learning process. The internet can be one of the solution of this problem. Hence, the author investigate to

find out how Digital Comic Strips meet Digital Learning Material for learning Interpersonal & Transactional Text, the researcher also used the language features of the Syllabus from The Ministry of the Education and Culture to strengthen the findings, since in Indonesia, Curriculum from the Ministry is still being a set of goals and objectives in learning materials.

### **1.3 Research Questions**

Based on the background of the study, this study is focusing on :

- a How does the suitability of the Digital Comic Strip used for grade 7 Junior School in terms of content of Interpersonal and Transactional text based on Kompetensi Dasar (KD)?
- b How are the Digital Comic Strips Meet The Criteria of Digital Learning Material?

### **1.4 Purpose of The Study**

This study aims to analyze the content which consist of Interpersonal & Transactional Text's Language Features & Digital Learning Material Criteria in Digital Comic Strip as Multi-Modal Text to be Learning Materials for Learning Interpersonal & Transactional text in Junior High School.

### **1.5 Scope of The Study**

This scope of this study focuses on analyzing the content of Digital Comic Strips which found in the Social Media and Comic Strips Web for Learning English.

### 1.6 Significance of The Study

This study is expected to make useful hints for teachers to improve effectiveness of instructional reading material. Through this study, the prove of Digital Comic Strip as Multi-Modal text can help teacher to deliver the knowledge to the student digitally also the students can improve their reading comprehension.

