# **CHAPTER I**

# **INTRODUCTION**

## **Background of the Research**

Teaching material is something related to classroom learning and provides an acceleration in understanding the material being taught by teachersto students to increase the students’ interest in learning. Teaching materials will be interesting based on the teachers’ creation in preparing the material because, human nature can be boring if the teachers use some monotonous teaching materials. The teachers challenge to create the most pleasant teaching material and enhance the learning material to be the most attractive, effective when used predetermined learning purposes.

According to the school wherethe research was done/performed/conducted (MAS PP Raudhatul Hasanah),the main idea/ the coreof the teaching material is the teachers because the teachers would be the artist or rule model of the students in learning process. If the teacher wouldn’t be the important element in learning process, the students could be failed in learning process. Deliveringteaching material is the teacher, the teacher must create the most creative for using of technology in teaching material and the process of the technology itself.

In fact in MAS PP Raudhatul Hasanah, technology was a little applied to the teaching material process of reading narrative text. The limitation of the teachers for using modern teaching material because they was used the old teaching material especially in teaching reading narrative text.

Reading comprehension is an activity to find meaning or message from the writer through the text. The readers will get new insight and develop their intelligence so that they will be able to deal with the future challenge (Putro & Lee, 2017). According to 2013 English Curriculum for Junior High School, the objective of teaching Readingin the seventh gradestudents are expected to understand and analyze the text.

However in reality, the students’ understanding or students’ analyzing of the text was low because, reading Comprehension was difficult comprehension and need much time to read and understanding the text. The readers are required to use their imagination to get new more perspective from what served by writer (Yavuz Mumcu & Aktürk, 2017), (Karamalak & Pesina, 2017).

According to Moreillon (2007:10), reading has a simple meaning which means to produce meaning from a text and visual information, but reading ability must be trained sothat it produces the same meaning with contents of the text. Reading is also being described as the activity to analyze the text.

Based on the experiences of many teachers in teaching reading there were many students don’t like read some textsbecause they felt boring and monotonoustextbook without interesting animation or picture, but when they watch some movies they could watch the movies until two or more hours because the movies used some sound, picture, many actions and very interesting animation.

All students will understand the text based on the video player of films or movies. Teachers are expected to use more creative information technology. Not only are used for everyday purpose alone but also important technology is required when the process of delivering information tostudents. One form of information technology that can be used in the classroom is a video such as video from software named Sparkol VideoScribe.

Technology is already growing in this modern era. Some technology are contributed in developing the quality of education. One of the things that are so needed in education is extensive and reliable information. The information will be easier and faster we gained with the helping of technology. The information from technology with a wide variety of forms has often been found e.g. electronic journal, videos, films and more, also in digital era the teacher should be smart and creative for using technology in teaching material.

The students can produce the interesting and attending the lesson because the most application can adopt in teaching material especially narrative text, the focuses of students on teaching English in high school are still on improving students' ability to communicate which includes three types of texts, namely interpersonal, transactional and functional (Kemendikbud, 2016).

Learningmedia is conducted in teaching material process especially teaching the material of narrative text. Then, the teacher should know about the interesting topic to be discussed in reading class. It can help to improve the interesting of students in reading and being active in the classroom.

The reality at MAS PP Raudhatul Hasanah there were many teachers who were lack in usingthe technology in teaching material process so that the researcher is appreciated based on this research will help the teacher in teaching material narrative based on Sparkol videoScribe. Sparkol Videoscribe as a kind of digital storytelling media in teaching reading process, the teacher should be smart and creative for using this technology in teaching learning in this era.

Sparkol Videoscribe can stimulate students’ interesting and students’ attending of the lesson. It can be applied in teaching learning process because, the application can add some animations, voice and picture and it looks like storytelling animation. The teacher can manage the time and can determine the time or limit the video when the teacher create the contents. The convenience of the technology is expected to increase students’ achievement in learning process tothe students especially the material of narrative text.

Cited from Hamdy (2017) combining visual and text images can accelerate students' understanding in reading classes. And the most important digital storytelling is flexible and adaptable tool which can fit most purposes and can be used in almost all the subjects being taught. Based on Athena and Kiptiyah(2018), VideoScribe is one of learning media that can beused to produce the interesting and easy animated videos, especially in teaching English.

The use of technology is already rife among children and adolescents, one of technology is theusing of internet. It was reality because Kemkominfo stated the user of internet are at least 82 million in Indonesia so, Indonesia placed at the 8th rank of the world in using the internet. Based on the statement above the internet user of 80 percent in 82 million are children and adolescents (15-19 years old).

In teaching and learning process, the teacher must be able to divide the time for explainingthe material, reading activity itself also need the time to answerthe questions that havebeen read by the students. The lowest stage ofinteresting incomprehendingis because students are not required to understand the information thatisexplicitly stated in the text (Duncan et al., 2016).

Many students in MAS PP Raudhatul Hasanah stated that reading English is very boring because the text isvery monotonousbecause, it iswithout animation and long so that itis difficult to understand, they want to read some texts with some animations and action player especially withmusic or sound player. Sparkol VideoScribe is the best media as the solution of the students. The teachers need it in teaching the material of reading narrative text because, Sparkol VideoScribe is animated image that could be heard, seen, interesting and pretty good animation.

Based on the explanation above, the researcher takes the title ***“Development of TeachingMaterial Narrative Text based on Sparkol VideoScribe in Grade X Students of MAS PP Raudhatul Hasanah, Medan”***in big hoping is being made the students is more exited in learning and to help teachersserveand enjoy learning atmosphere in the teaching material usingmodern technology especially in teaching reading of narrative text.

## **Identification of the Problems**

Based on the background above, the problems related to this research come fromdifferent factors as follows:

1. The students have the difficulties of understanding and lack of interesting learning narrative texts and the teaching material still used the old teaching material. The students also did notpay attention and sometimes they fell asleep or played when the teachers taught Narrative Text because the text boringand monotonous.
2. The teacher wasconfused in applying the process of using Sparkol VideoScribe in teaching material of Narrative Text.
3. The students and the teachers need some modern technology suchas Sparkol VieoScribe to help them learn theprocess of teaching thematerial ofNarrative Text.

## **Limitation of the Problems**

Based on the title of the research above, the problems werelimitedasfollows:

1. The research was focusedon the development of teaching the material based on Sparkol VideoScribe.
2. The subject of the research wasGrade X students ofMAS PP Raudhatul Hasanah Medan.
3. The material of Reading the NarrativeText wouldbe described by using Sparkol VideoScribe.

## **Formulation of the Problems**

The problems of the research are formulated as follows:

1. How is the Development ofTeaching Narrative Text Based on Sparkol VideoScribe in Grade X students ofMAS PP Raudhatul Hasanah Medan?
2. How is the Validity of the Development ofTeaching Narrative Text Based on Sparkol VideoScribe in Grade X students ofMAS PP Raudhatul Hasanah Medan?
3. What is the effectiveness in thedevelopment Teaching Narrative Text Based on Sparkol VideoScribe in Grade X students ofMAS PP Raudhatul Hasanah Medan?

## **Objectives of the Research**

The Objectives of the research are:

1. To develop the Development of Teaching Narrative Text Based on Sparkol VideoScribe in Grade X students ofMAS PP Raudhatul Hasanah Medan.
2. To know the Validity of Development Teaching Material of Narrative Text Based on Sparkol VideoScribe in Grade X students of MAS PP Raudhatul Hasanah Medan.
3. To find out the effectiveness of development teaching Narrative Text Based on Sparkol VideoScribe in Grade X students ofMAS PP Raudhatul Hasanah Medan.

## **Significance of the Research**

This research will givecontribution for:

1. Theoretical Benefits
2. To develop scientific knowledge in the field in developing learning of teaching material.
3. To add to the scientific study either in developing instructional media in teaching material of reading skill.
4. Practical Benefits
5. For Students

Students may be eager to follow the learning in classroom and tomaster ~~of~~ reading skill in narrative text, so thatthey can enjoy the text because of using Sparkol VideoScribe.

1. For Teachers

Providing innovation, increasing the teachers’ competence in developing teaching material of narrative text by using Sparkol VideoScribe, and makingthe exiting learning process in classroom.

1. For theIslamic Boarding School of Ar-Raudlatul Hasanah

The existence of this research can beuseful for theschool in developing towards learning through the use of Sparkol VideoScribe andcan make the effectiveness inteaching material.

1. For Institution of UMN AW

The result research development used as a tool to collect data on media of instruction in teaching material, as well as effective and efficient as a form of developing in Indonesia.

## **Basic Assumption**

Some of the assumptions that underline the Development of Teaching theMaterial ofNarrative Text based on Sparkol VideoScibe in Grade X students of MAS PP Raudhatul Hasanah are:

1. The main purpose is teaching material narrative text would be developed based on Sparkol VideoScribe in Grade X students ofMAS PP Raudhatul Hasanah.
2. The students can understand well the material of narrative text based on the presentation of material that hasalready been drafted in Sparkol VideoScribe.
3. Do notavailable developmentof teaching material narrative text based on Sparkol VideoScribe especially in Grade X students ofMAS PP Raudlatul Hasanah Medan.
4. The teacher is still difficult to developteaching material of narrative text based on Sparkol VideoScribe.
5. The effectiveness validation test of the Sparkol VideoScribe as a reflection of the actual state of affairs.