

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Musfiqon (2012) stated that learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the physical and non-physical forms used by teachers in conveying material to students to be more effective and efficient. So that the learning materials are more quickly accepted by students intact as well as attract students to learn more. The use of media as a tool can motivate learners' interest and motivation, assisting teachers in successfully conveying materials to students.

Nowadays, various media, particularly those that are more visual or audio-visual, have been developed. This development aims to support the potential of students in general who intuitively learn how to utilize the perception of sight, specifically the eyes. In furthermore to the insistence on the visual, media that encourage fun learning are more likely to be developed. This is done to encourage students to participate enthusiastically in their learning, allowing the subjects completely covered to be more easily remembered, comics are one type of media.

E-comic have the potential to communicate information in an understandable circumstance. This seems to be possible because comics combine the influence of images and writing in a storyline that is easy to

understand. Widiyastuti et al., (2021) stated that the text is simple to grasp, and the storyline tends to make it simple to understand and remember. The visualized artistic expression psychologically engages the reader, probably causing them to keep on reading until the end. This is also what instrumental in encouraging. One of E-comic is Webtoon a learning tool that can facilitate students in understanding lessons both in and out of the classroom.

Students are taught to consider various text genres, such as certain descriptive texts, recount texts, procedure texts, and narrative texts, based on the English syllabus of the school-based 2013 curriculum of SMA Swasta Eria Medan's XI grade. Learning narrative text is a challenging task for XI grade students at SMA Swasta Eria Medan because students must be familiar with generic structures, language features, and a massive vocabulary.

Sudarwati and Grace (2017) stated that the social function of narrative text is to entertain the reader with a story that interacts with complications or problematic events that lead to a conflict and then find a resolution. In other words, it is to entertain, amuse, and deal with actual or fictitious experience in various ways. Generally, narrative text is divided into two types: fictional or imaginary narrative and nonfictional narrative. The fictional narrative relates the tale of an imaginary event that occurred in an imaginary world. Fairy tales, folktales, short stories, fables, legends, myths, novels, and comic books are examples. A nonfictional narrative, on the contrary hand, tells the story of a person's real life. News and magazine articles, essays, diaries, biographies,

personal narratives, and history textbooks were also examples of narrative nonfiction.

Based on the researcher's experience teaching in class XI SMA Eria Medan, although some students could learn narrative texts well, it turned out that most students had difficulty learning texts, especially narrative texts. Some students struggled to grasp the text's main points. Students read narrative texts without fully comprehending the overall structure and meaning of the text. In fact, some students are completely unaware of what they are studying. Furthermore, some students struggle with generic structures and language features. Some of them do not understand how to use generic structures and language features in narrative text lessons. Another example is that some of them have a limited vocabulary.

Researchers conducted preliminary observations. This preliminary observation was also carried out to obtain an overview of the research location and research subjects, as well as materials and learning designs for grade XI and media in English learning at SMA Swasta Eria Medan. This stage is carried out through conducting interview with the English teacher and several students at the school. Based on the teacher's interview, researcher found that the media used by the teacher in teaching narrative text. Here is the interview between Interviewer (I) and Teacher (T):

I : Dalam pembelajaran narrative text, media apa yang miss gunakan untuk siswa kelas 11?

(I) : In teaching narrative text, what media do you use for 11th grade students?)

T : Sebenarnya banyak media yang sering saya gunakan, seperti cerita dari buku pelajaran, novel, majalah biasa, bahkan salah satunya

media Webtoon juga yaitu, aplikasi cerita berbasis komik.

(T) : Actually there are many media that I often use, such as stories from textbooks, novels, regular magazines, even one of them is webtoon media, namely, comic-based story applications.)

I : Bagaimana penggunaan media webtoon tersebut dilakukan dalam pembelajaran narrative text?

(I) : How is the use of webtoon media carried out in teaching narrative text?)

T : Biasanya penerapannya, pastinya saya meminta siswa untuk mendownload aplikasinya terlebih dahulu, jika ada yang tidak memiliki aplikasinya, saya akan membagi mereka satu HP untuk dua orang. Lalu, kami memilih cerita yang sesuai dengan usianya, setelah reading comprehension, mereka akan menuangkan cerita tersebut sesuai pemahamannya, atau rewrite cerita tersebut mengikuti generic structure narrative text.

(T) : Usually the application is, I make sure students to download the

application first if there's doesn't have the app, I'll share them one cell phone for two people. Then, we choose a story that is appropriate for their age, after reading comprehension, they will write down the story based on their comprehension, or rewrite the story following the generic structure of narrative text.)

I : Dalam mempelajari narrative text dengan menggunakan webtoon, apa kekurangan siswa yang biasa miss temukan?

(I) : In studying narrative text using Webtoon, what are the student's weaknesses that you usually find?)

T : Yang pertama, siswa itu banyak yang kurang menguasai tenses yang digunakan dalam narrative text ini, masih banyak yang menggunakan simple present tense, padahal seharusnya bentuk past tense, lalu kebanyakan vocabulary mereka masih kurang, comprehension mereka juga belum bisa maksimal. Murid juga masih sering terbagi fokusnya, ada yang malah membuka aplikasi lain seperti, membuka Whatsapp untuk chattingan dan bermain game.

(T) : At first, many of the students have a lack of tenses used in narrative text, many still use the simple present tense, even though it should be the past tense, then also most of their vocabulary and their comprehension is not optimal. Students' attention is frequently divided, and some even open other applications, such as WhatsApp, to chat and play games.

Based on teacher interviews, researchers found that learning narrative text for class XI at SMA Swasta Eria Medan uses various media, one of which has been used is Webtoon. Using this media has many positive effects, including attracting students' interest and making it easier to help them comprehend the story. However, the use of this media is thought to be ineffective because students still have a lack of their tenses. All of them cannot focus on the same thing at the same time, some students have limitations with their smartphone use.

Based on the interviews with teachers, the researcher must also gather the students' perspectives to fulfil this research studies. The following is the transcript of the interview between the Interviewer (I) and the Students (S):

I : Media apakah yang pernah kalian gunakan dalam belajar narrative text di kelas 11 ini?

(I) : What media have you used in learning narrative text in grade 11?)

S1 : Kami menggunakan media Webtoon sebagai media belajar narrative text

(S1) : We use Webtoon media as a media for learning narrative text)

I : Apakah kalian mengalami kesulitan dalam mempelajari narrative text ketika menggunakan Webtoon?

(I) : Do you have difficulties in learning narrative text when using Webtoon?)

S2 : Lumayan miss, kami masih sering salah menggunakan v1 dan v2, saya merasa bahwa mengubah bentuk tensesnya masih sulit dan saya sendiri sering tidak fokus jika teman saya tidak bisa

menyelaraskan kecepatan membacanya dengan saya, sehingga ketika saya sudah scroll down hp saya, teman saya yang ikut membaca dari hp saya selalu tertinggal dan saya harus scroll up lagi. Ini membuat saya menjadi tidak terlalu fokus ketika membacanya.

(S2) : It's quite difficult miss, we still often use v1 and v2 incorrectly, I feel that changing the form of the tenses is still difficult and I often don't focus myself if my friends can't synchronize their reading speed with mine, so when I scroll down my cellphone, friends I, who participate in reading from my cellphone, are always left behind and I have to scroll up again. This makes me not be too focused when reading it.)

Based on students interviews, researchers found that students still have trouble with using the correct tenses in narrative text. Especially, the difficulty of switching tenses from comic form to narrative text, which differs between v1 and v2. Students who are still having difficulty focusing on the same thing.

Based on research conducted by Muliani, Norahmi and Asi (2019) found that ten out of twenty students have difficulty using the language features of narrative text. The majority of them struggle with using correct tenses and comprehending the generic structure of narrative text. Many students are unable to write narrative text, and only wrote orientation without complication.

Meanwhile, a study by Junaid and Arnidah (2022) found that students who use webtoons are satisfied because what was developed can be used as a source of

independent student learning, including material in comics media, because reading English books, including comics in anime series, comics Comics in English can enrich students' vocabulary. This product considers and applies comic media in the teaching and learning process, as well as other media that can increase interest and motivation in students.

Another study by Bagus and Fahri (2019) found that students work with using Webtoon Comic to teach reading narrative text. It can be seen that Webtoon Comic aided students in completing teacher-assigned exercises because students could earn high points for providing correct answers. The media Webtoon Comic also assists students in easily comprehending the text. In relation to the students' reactions to the use of Webtoon Comic to teach reading narrative text, it can be concluded that the students believe that Webtoon Comic helps the students understand the flow of the story easily and that they can also provide some interesting pictures in the story.

This study will find out how the application of webtoon media is carried out in class XI SMA Eria Medan, the obstacles encountered by students in learning narrative text using this media, and will develop Webtoon media based on the data obtained so that it can be used more effectively in the narrative text teaching and learning process.

## **B. The Problems of the Study**

Based on the background of the study, the problems of the study are formulated as follows:



1. How is the existing media conducted for learning narrative text in class XI SMA Swasta Eria Medan?
2. How to develop webtoon as media of learning narrative text?

### **C. The Objectives of the Study**

Based on the background of the study, the objectives of the study are formulated as follows:

1. To explain the existing media conducted for learning narrative text in class XI SMA Swasta Eria Medan.
2. To develop webtoon as media of learning narrative text.

### **D. The Scope of the Study**

This research will focus on Zisca (2021) theory, she stated that Webtoon as a teaching tool can help students understand concepts better because they are easy to read. Webtoon also has a more understandable vocabulary. Furthermore, webtoons do not bore students when reading because the media is bright and colourful, making students enthusiastic to read. Therefore, the researcher will focus on this theory in developing Webtoon to make it more effective. The researcher selected one English teacher and thirty one students in class XI MIPA 1 at SMA Swasta Eria Medan.

## E. The Significance of the Study

The findings of this study were contributed to give contributions both theoretically perspectives and practically perspectives:

### 1. Theoretical Perspectives

The findings of this study are expected to expand the knowledge about Webtoon as the media for learning narrative text.

### 2. Practical Perspectives

#### a. The teachers

The findings of this study are expected to help teachers can use Webtoon as the media for teaching narrative texts to students in order to make them more appealing.

#### b. The students

This study will enable students to use Webtoon as the learning media for narrative text, increasing their interest and stimulating learning narrative text to be more appealing and creative.

#### c. The other researchers

This research will provide them with creative learning media that will help them teach narrative texts, pique students' interest in learning, and improve their ability to use visual media, particularly Webtoon, to study narrative texts. Researchers hope that this study will serve as a model for other researchers interested in using Webtoon to help students improve their English language skills.