

## CHAPTER I

### INTRODUCTION

#### A. Background

A narrative text is a kind of text having social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative text deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution, such as in fairy stories, science fiction, romance, horror stories, etc (Mursyid, 2010: 4).

The generic structure of narrative text consist of: 1) orientation, it is the stage where the narrator give information about the situation of the character, what they want, the time and place the story happened, 2) complication, it is the stage where a crisis arises, 3) resolution, is a satisfying narrative will give resolution to the complication and 4) reorientation, it is the stage which returns the listeners or readers to the present and provides a kind of matic summation of the events, rather like the moral value at the end of fables. The significant features of narrative text, there are use of action verbs, use of mental processes, use of past tense, have feeling, perceiving or thinking, use of relational processes, use of adverbs of time ((Mursyid, 2010: 4-5).

The teacher in education always finds the problems about how it should provide a good learning to their students. Therefore, educators must understand the

learning process that includes learning approaches, learning difficulties and the alternatives to overcome student learning difficulties, and also required to understand all of components which is the method of teaching and learning activities, approaches and tools (learning media). It is very necessary in order to excite and interest the students so that teaching and learning activities can be done well (Ides, 2007: 6-7). Especially on the material about narrative text, because a material on the Narrative text is a material that is abstract, tell about myths legend and fairy tales, so that in a learning need a media that can visualize that material so can make the material more concrete. Therefore, learning by using Multimedia is appropriate to be used in the material of Narrative text.

Basically, teaching learning process (KBM) in the classroom can be applied in a variety of learning methods. Learning methods are presented by teachers with hope that students as subjects can receive material that lesson well and give a satisfactory result (Ides, 2007: 6).

A teacher in the delivery of lessons if always using the conventional method and carried out continuously without any variation in learning, may be possible to meet saturation because there are no new colors in the teaching and learning activities (Ides, 2007: 6-7). Therefore, we need a solution. One of them is the selection and use of appropriate media to increase understanding and interest in student learning.

At the first time, the media is only considered as a tool to teach teachers (*teaching aids*). The tools used are visual aids, such as pictures, models, objects, and other tools that can provide a concrete experience, motivation to learn and enhance absorption and retention of student learning (Arief, 2008: 7).

According to Thomas (1996: 5), the use of multimedia elements in teaching and learning process are able to attract students so that they do not get bored and can give a fully support to the learning process. Using multimedia in teaching and learning is also said to encourage students to become capable of thinking in a critical, solve problems, more advanced in the process of finding and preparing edict, motivated in learning and promote active learning in addition to collaborative and cooperative learning (Roblyer and Edwards , 2000).

Along with the development of technology is so rapid, leading educational institutions are required to follow the current development of multimedia technology in learning. Therefore, the media used in this learning is Multimedia.

The use of multimedia in education to allow information in a very large amount disbursed for the purposes of learners. The information may be achieved and used to follow the establishment period and place students themselves (Albion, 1998). Multimedia also said to be capable of being a medium of communication in a positive and effective because it is through text, audio, video and animation that have

many color and pattern capable of striking a screen at the same time. Easy to understand than the use of materials that static and mute (Vaughan, 1998).

According to Nana (2007: 58), Multimedia is the number of the equipment used by teachers in presenting concepts, ideas and experiences captured by the senses. The main emphasis in Multimedia is the value of learning gained through concrete experience, not only based on mere words, but there is a combination of text, animation, video and pictures in it.

The choice of this right, because this is where the authors found the problems, and sources of data needed for educational purposes. On that basis research, the authors give the title: **"The Effectiveness of Learning Narrative Text By Using Multimedia (An Experimental Study at Eleventh Grade of MAN I Bandung)."**

## **B. Research Questions**

Based on the background of these problems can be formulated as follows:

- 1) How good is the students' achievement in Learning Narrative Text by using Multimedia?
- 2) How good is the students' achievement in Learning Narrative Text by using Conventional Method?
- 3) What is the influence of Multimedia in Learning Narrative Text?

## **C. Research Purpose and Significant**

### **1. Research Purpose**

Based on the formulation of the problems mentioned above, this study has purpose to:

- 1) To identify the students' achievement in Learning Narrative Text by using Multimedia.
- 2) To identify the students' achievement in Learning Narrative Text by using Conventional Method.
- 3) To identify the influence of Multimedia in Learning Narrative Text.

### **2. Research Significant**

The significant of this research are:

- For the teacher:

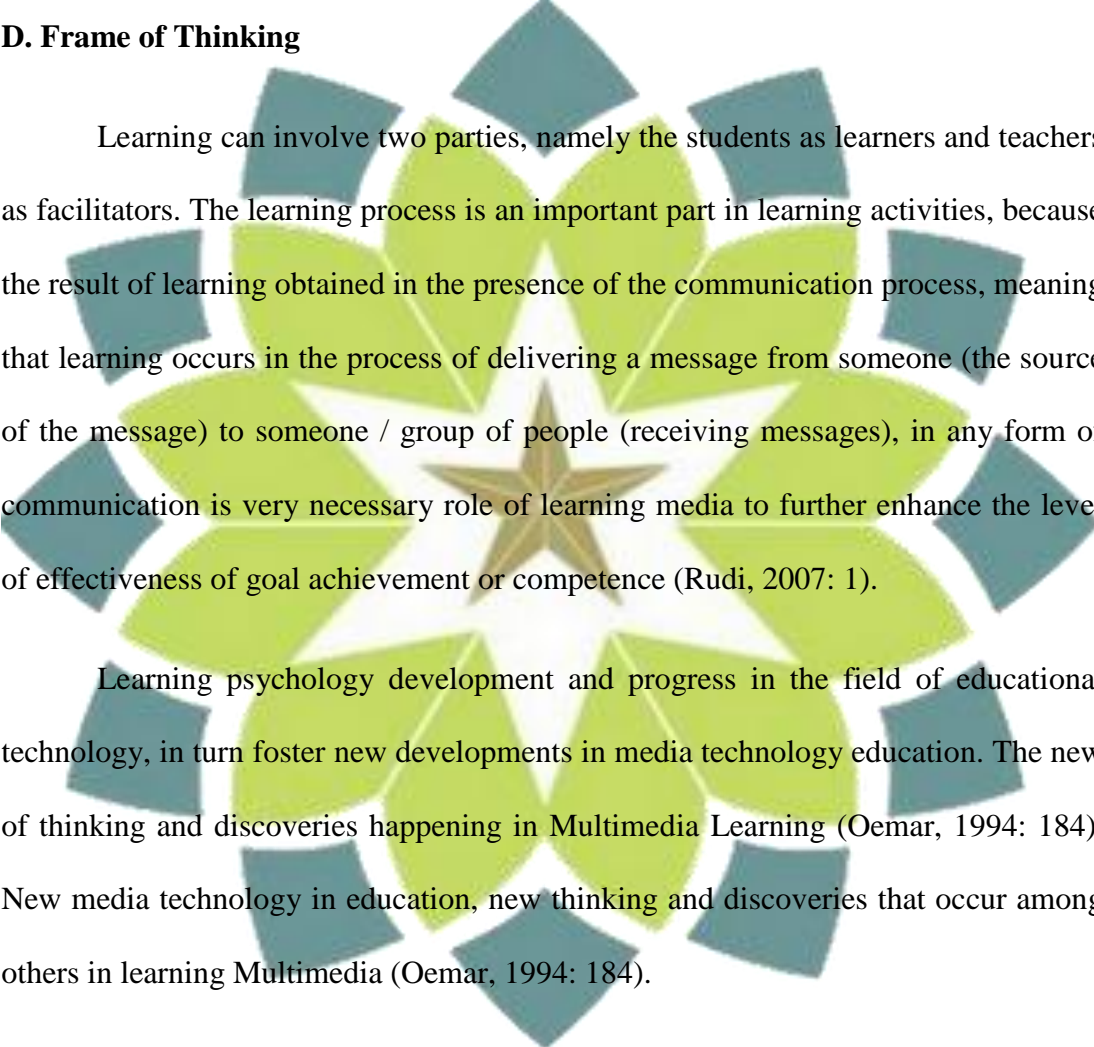
1. A new innovation that later can be used as a learning media alternative that can be used by teachers.
2. Ease to teachers in delivering course material with using Multimedia.

- For the students:

1. The experience of learning for students which are more interesting and varied

2. A fun learning method that can add more to increase student motivation.
3. Introduction of information and communication technology devices to students.

#### **D. Frame of Thinking**



Learning can involve two parties, namely the students as learners and teachers as facilitators. The learning process is an important part in learning activities, because the result of learning obtained in the presence of the communication process, meaning that learning occurs in the process of delivering a message from someone (the source of the message) to someone / group of people (receiving messages), in any form of communication is very necessary role of learning media to further enhance the level of effectiveness of goal achievement or competence (Rudi, 2007: 1).

Learning psychology development and progress in the field of educational technology, in turn foster new developments in media technology education. The new of thinking and discoveries happening in Multimedia Learning (Oemar, 1994: 184). New media technology in education, new thinking and discoveries that occur among others in learning Multimedia (Oemar, 1994: 184).

Education Unit Level Curriculum (KTSP) in the Competency Standards and Basic Competence are essentially narrative text material that plays an important role in everyday life, so this should be studied. In order to the students can better understand information from narrative text, the way of delivery can't be conveyed

only by means of verbal only, but will require a visualization that is able to stimulate the senses of view and sense of hearing students. Discussion of narrative text material is one of which is about the structure and features of narrative text itself. Discussion on this matter would not be delivered verbally only, because the cognitive potential student is different, therefore need the right media delivery.

According to Rief (in Lee, 2000: 61) said that based on cognitive psychology, a student will remember 10% of what he read, 20% of what he heard, 30% of what is seen, 50% of what is heard and seen, 70% of what was expressed alone, and 90% of what was done alone.

Based on the statement, giving the implication that a memorable learning can be achieved if the student can see, hear and do something about the activity. To facilitate such learning, the use of Multimedia is very important because it result for promoting cooperative learning and interaction among students.

Learning activities to be conducted in this research using computer assistance as part of teaching or learning activity called *the Computer-Based Instruction* (CBI). Learning with computer-assisted learning model was developed from programmed (*Programmed Instruction*) which is based on the concept of *behavior* (Ouda, 2008:3).

Media study using computer-assisted previously developed a medium used for teaching with an emphasis on the instructions that must be run student (*Computer Assisted Instruction / CAI*), whereas in this research to be conducted using a computer

in the learning process with emphasis on the principles of students as learners (*Computer Assisted Learning / CAL*).

Both forms of learning with computer-assisted learning model were developed from programmed (*Programmed Instruction*). Programmed learning has a different level, but the emphasis lies in the need to respond with an aid to the establishment of learning outcomes through control of the feedback or reinforcement.

Multimedia is very useful in a lesson, because the information / educational materials through the text to be remembered well when accompanied with pictures. According to Palvio (in Rudi, 2007: 99) it is described in the Dual Coding Theory, that the human cognitive system consists of two sub systems of verbal and image systems (visual), therefore, with the pictures and text can improve students memory, therefore dual coding of text in memory.

Based on this, in learning the text of Narrative suitable if the learning is done by using a Multimedia Presentation, as according to the theory of "Quantum Learning" (Rudi, 2007: 100) every student has different learning modalities that can be divided into several types, one of which is visual. The diversity of learning modalities can be overcome by using devices with multimedia systems.

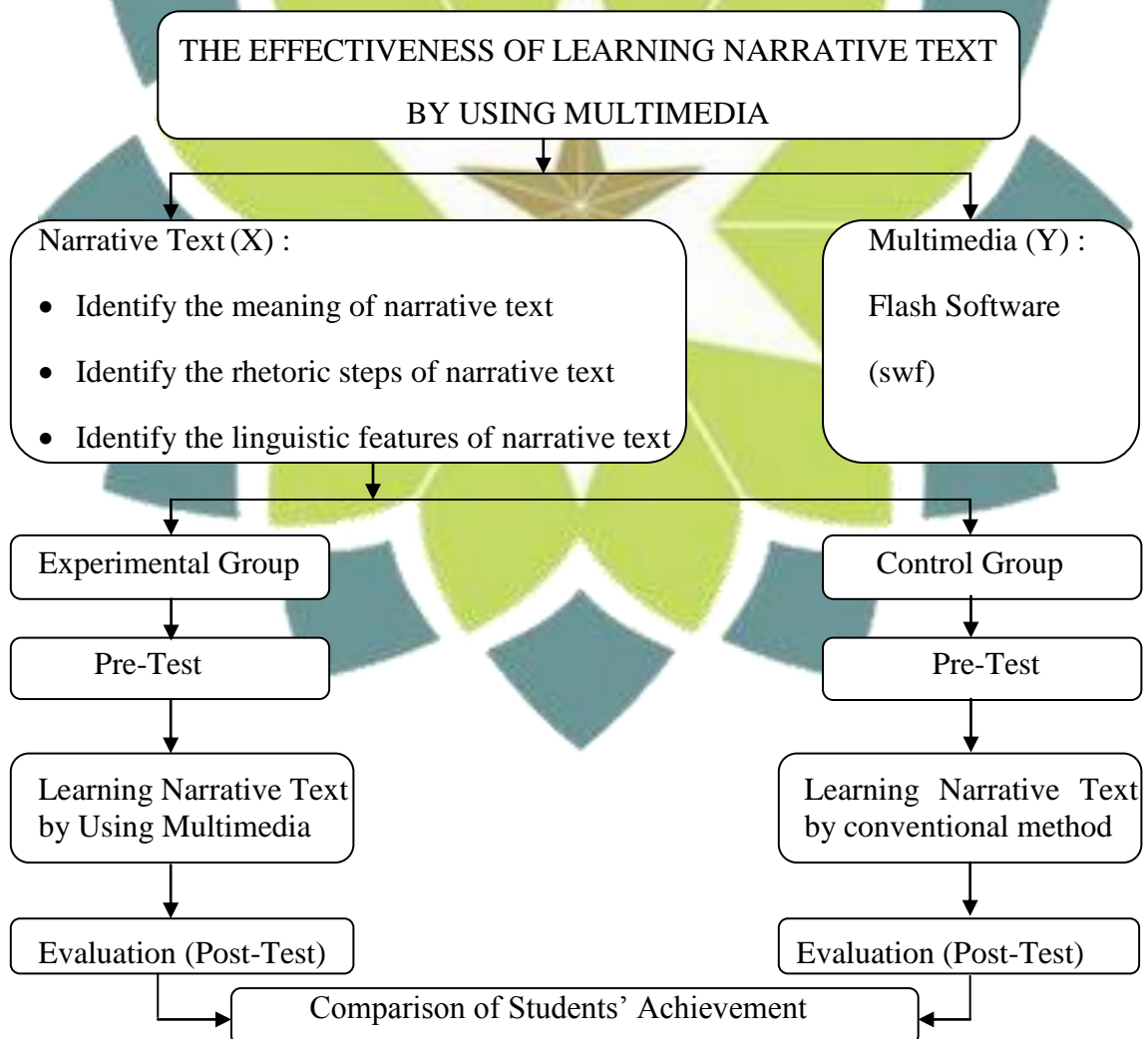
Learning by using Multimedia in this learning, in the form of an animated video media that use *flash software*. Analysis begins when the learning take place,



after that the student is given a test in order to measure the extent to which students cognitive abilities after learning.

In order to achieve the goal of teaching and learning process, the teacher should be able to determine the appropriate strategy and technique in learning narrative text.

**Table 1.1**  
**Frame of Thinking**



## **E. Hypotheses**

A hypotheses is a tentative assumption of the result study. The truth of indeed is necessary to be to know whether it is right or wrong. The explanation above can be formatted a hypotheses of Using Multimedia in Learning Narrative Text. The hypotheses can be explained as follow.

Ha : There is significant influence of using Multimedia in Learning Narrative Text

Ho : There is no significant influence of using Multimedia in Learning Narrative Text.

## **F. Research Methodology**

### **1. Research Method**

In general, the course of this research uses research methods of quantitative, because this research is intended to describe a deeper understanding of the situation of class, with collecting data, process data and interpret the data so obtained a conclusion. There are also the charging data questionnaire, which collects student responses are categorized according to the type of students' responses.

### **2. Setting**

This research was conducted in MAN I Bandung. The choice of location is listed as one of the institutions of formal education in the National Education

Department in Bandung, which has a predicate good and has Multimedia room to make easy this research.

### **3. Population and Sample**

Population is generally objecting of research (Arikunto, 2006:130). Sample is a part of population that will be investigated (Arikunto, 2006:131). The population is the students of Eleventh Grade of MAN I Bandung school year 2010-2011. There are ten classes in this school and consists of 293 students. The sample that will be taken in this research includes of two classes and consist of 40 students. Class XI IPS 4 as the experimental group and Class XI IPS 3 as the control group.

### **4. Technique for Collecting Data**

Instruments used to collect data conducted in this learning used three research instruments as a means of collecting data, there are:

#### **a. Observation**

Observation that the authors take is participant observation is an observation where the observer to participate in the activities undertaken by the subject studied or observed, as if a part of them (Hasan, 2002: 87). These observations were carried out to Eleventh Grade student MAN I Bandung. This observation has purpose to collect data that will be investigated in this study and to know the students' activities in class. Using it can be collected as complete as possible in order to know the empirical data that will be investigated to get the real fact and phenomenon to be object

condition and the implementation of English teaching learning process at the students of MAN I Bandung.

### **b. Interview**

Interview is a method of collecting data from the subject face to face by asking question. It is a common and effective way to get smooth information. The study delivers some questions to the headmaster or English Teacher of MAN I Bandung for getting some data about the condition of the school and students ability in learning narrative text.

### **c. Tests**

- Pre-Test

This is used to know the students' ability in learning narrative text before they are given a treatment research. The implementation of pre-test is conducted in class. The kind of test is written test in the form of multiple choice and essay which have 20 questions.

- Post-Test

The implementation of post-test is conducted in classroom by giving the students' post-test after they already given the treatment of teaching learning process. This is used to know the influence of the experiment being conducted toward experimental group and to know how good students' achievement in learning narrative

text. The kind of test is written test in the form of multiple choice and essay which have 20 questions.

## 5. The Data Analysis

Analysis of the data is tested by using statistical calculation, by following these steps:

a. Testing the normality of students' writing ability in the experiment and control groups for pre-test by conducting the procedure as follows:

1) Determining the range of data ( $R$ ), by using formula:

$$R = (\text{highest score} - \text{lowest score}) + 1 \quad (\text{Sudjana, 2005:47})$$

2) Determining the class interval ( $K$ ), by using formula:

$$K = 1 + 3,3 \log n \quad (\text{Sudjana, 2005:47})$$

3) Determining the length of class ( $P$ ), by using formula:

$$P = \frac{R}{K} \quad (\text{Sudjana, 2005:47})$$

4) Making the table of frequency distribution.

5) Determining mean, by using formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

- 6) Determining the standard deviation ( $S^2$ ), by using formula:

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \quad (\text{Sudjana, 2005:95})$$

- 7) Arranging the distribution of observation and expectation frequency use the table as follow:

Class Limit	Z <sub>count</sub>	Z <sub>table</sub>	L <sub>i</sub>	E <sub>i</sub>	O <sub>i</sub>

- 8) Determining Chi Square ( $\chi^2$ ) by using formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 2005:273})$$

O<sub>i</sub> = Observation Frequency

E<sub>i</sub> = Expectation Frequency

- 9) Determining degree of freedom, by using formula:

$$df = K - 3$$

- 10) Determining chi square table on significance 1%.

- 11) Interpreting the normality.

- b. To examine the homogeneity of two variances by conducting the following steps:

- 1) Determining score  $F$  by using formula:

$$F = \frac{S_1^2}{S_2^2} \quad (\text{Sudjana, 2005: 249})$$

2) Determining the degree of freedom

$$F = \frac{S_1^2}{S_2^2} \quad (\text{Sudjana, 2005: 67})$$

3) Determining of  $F_{table}$  with the taraf of significance 1%

4) Determining homogeneity of the data with criterion:

- It is called homogenous data if  $F_{table} > F_{count}$
- It is called no homogenous data if  $F_{table} < F_{count}$

5) Determining the degree of freedom of the data

$$df = n_1 + n_2 - 2$$

c. Testing the hypothesis with the using of  $t$ -test by conducting the following steps:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

(Sudjana, 2005: 239)

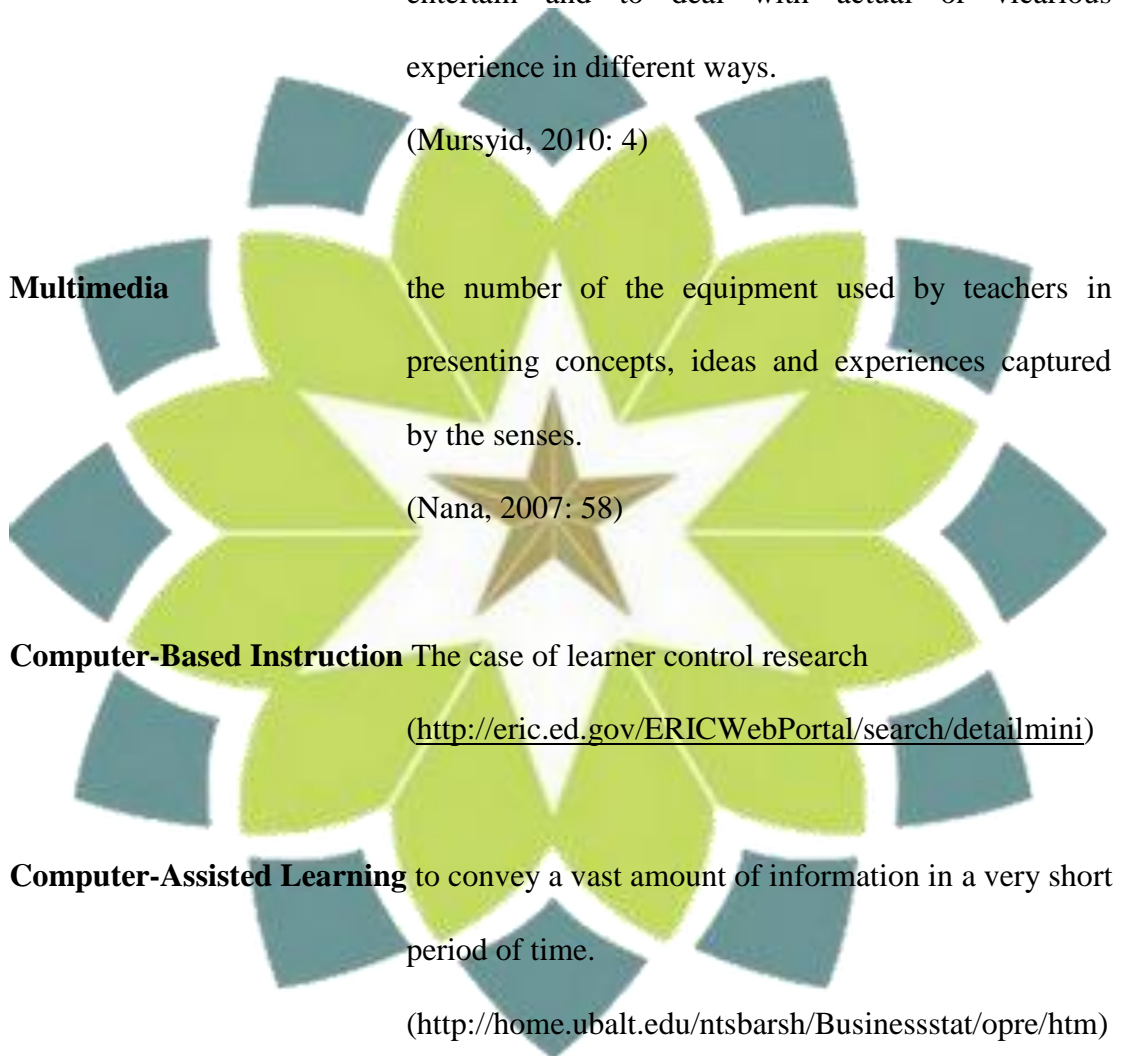
1) Determining score of  $t_{table}$  with the significance level 1%

2) Interpreting the hypothesis with criteria:

If  $t_{count} > t_{table}$ ,  $H_A$  is accepted, and

If  $t_{table} < t_{count}$ ,  $H_0$  is accepted

## G. CLARIFICATION OF TERMS

- 
- Narrative Text** a kind of text having social function to amuse, entertain and to deal with actual or vicarious experience in different ways.  
(Mursyid, 2010: 4)
- Multimedia** the number of the equipment used by teachers in presenting concepts, ideas and experiences captured by the senses.  
(Nana, 2007: 58)
- Computer-Based Instruction** The case of learner control research  
(<http://eric.ed.gov/ERICWebPortal/search/detailmini>)
- Computer-Assisted Learning** to convey a vast amount of information in a very short period of time.  
(<http://home.ubalt.edu/ntsbarsh/Businessstat/opre/htm>)
- Dual Coding Theory** a theory of cognition, was first advanced by Allan Palvio of the University of Western Ontario.  
([http://en.wikipedia.org/wiki/Dual-coding\\_theory](http://en.wikipedia.org/wiki/Dual-coding_theory))



**Cognitive system** one that utilized psychologically plausible computational representations of human cognitive processes as a basis for system designs that seek to engage the underlying mechanisms of human cognition and augment the cognitive capacities of human users.

([http://www.unm.edu/cognitive\\_systems/index.htm](http://www.unm.edu/cognitive_systems/index.htm))

**Quantum Learning** the first educational system designed to make learning fundamental grade school subjects fun and easy.

(<http://www.familyshoppingonline.com/LeapFrog2.html>)

**Standard Deviation** a widely used measurement of variability or diversity used in statistics and probability theory.

([http://en.wikipedia.org/wiki/Standard\\_deviation](http://en.wikipedia.org/wiki/Standard_deviation))