

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the research questions, the objectives of the research, the significances of the research, the definition of key terms, and the organization of the research paper.

A. Background of the Research

One of the ways to improve English skills is by reading because reading is one of the important skills in English that provides many benefits for us. The ability to read opens up many new words and opportunities. It allows us to get information and enjoy all kinds of literature, making us rich in knowledge. As one of the language skills, reading is emphasized more than others. If students' have a good understanding of reading, they will have a better chance to be successful in learning.

According to Nina & Husni (2020), English language teaching in junior high schools in Indonesia focuses on improving competence to use English in various oral and written communication contexts. This is expected to equip students to reach the functional literacy level, using English for daily needs. English learning is designed to provide experience using English texts to understand and apply conceptual, factual, and procedural knowledge related to phenomena and events that occur through listening, speaking, writing, and reading activities. Among the four language skills, reading plays an important

role because the ability to understand text is one of the success factors in the academic field.

According to Ningsih and Rosa (2019) that the purpose of reading is to obtain knowledge and information about things previously unknown. However, the problem that is often found is that students are unwilling and afraid to learn English. This will have an unfavorable impact on the quality of English learning and will also affect students in determining the success of learning English. As a result, there will be a view that English is a difficult language to learn. The same thing also happened to the VIII grade students at MTs Multazam Bandung. The lack of knowledge they gained in English at the previous level made them dislike English. Besides, according to students, English is a difficult subject, and sometimes learning English feels very boring and monotonous.

This problem must be solved because it can cause further difficulties for reading lessons, if their reading comprehension level is low and is not immediately corrected as a result students may continue to have difficulty understanding other texts, for this reason, it is necessary to find or need to develop a product of interesting creative ways to attract students' attention in reading, can be done by developing teaching materials. researchers, develop narrative text teaching materials so that students are more interested in reading.

Here, to improve student's learning ability in reading narrative text, the researcher used one of the applications that spearhead technology, namely the

Canva application. Canva application is an online design application that provides a variety of templates for presentations, resumes, posters, brochures, graphics, etc. The researcher developed narrative text using the Canva application because Canva is more attractive.

The development of information technology in the current era of globalization cannot be separated from its influence in the world of education, global demands require the world of education to always adapt to technological developments as an improvement in the quality of education. Improving the performance of education in the future requires information systems and information technology that not only function as a supporting tool but also as the main weapon to support the success of education so that it can compete in the global world (Budiman, 2017).

Based on the discussion above, the researcher conducted the research about “Developing Narrative Text Material in Teaching Reading Comprehension Assisted by Canva for the 8th Grade Students in One Junior High School in Bandung”

B. Research Question

Based on the general background of the study above, the problem was formulated as follows:

1. How is the process of developing the narrative text material for teaching reading comprehension assisted by Canva?
2. How is the feasibility of the narrative text material for teaching reading comprehension assisted by Canva?

3. How are teacher's and students' responses to the narrative text material in teaching reading comprehension assisted by Canva?

C. Objectives of the Research

Based on the purpose of the research, this study aims to examine:

1. To describe the process of developing the narrative text material for teaching reading comprehension assisted by Canva.
2. To find out the feasibility of narrative text material for teaching reading comprehension assisted by Canva.
3. To investigate teacher's and students' responses to the narrative text material in teaching reading comprehension assisted by Canva.

D. Significances of the Research

1. For Student

The students understand how to comprehend a reading text, especially in narrative text and they get motivation in English lessons.

2. For Teacher

The benefit of this study is that teachers can use learning videos to teach narrative text using Canva, learn new teaching strategies, and improve the quality of learning to be more innovative in teaching narrative text.

3. Next Researchers

They will get more knowledge and experience in doing the research. They will be able to know the level of student motivation and

weaknesses when they are learning to read.

E. Definition of Key Terms

Based on the research title that will be researched, the researcher explained several definitions of key terms regarding the title above:

1. Narrative Text

Narrative text is a text that contains imaginary stories, and fairy tales.

There are moral values that can be learned at the end of the story.

2. Reading comprehension

Reading comprehension is a complicated, cognitive, meaning-constructing process involving interaction between the reader, the text, and the context.

3. Canva

Canva is an application of graphic design for beginners and easy online, which provides various tools such as presentations, resumes, posters, flyers, brochures, infographics, banners, etc.

4. Project Based Learning

Project Based Learning is a learning method that uses project/ activities as a medium. Lerner uses exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes.

F. Organization of the Research

The paper of this research is organized into five chapters as follows:

Chapter I: Introduction

This chapter shows the background of the research, the research

questions, the objectives of the research, the significance of the research, the definition of key terms, and the organization of the research paper.

Chapter II: Literature Review

This chapter discusses the general concept of the definition of reading comprehension, narrative text, Canva, previous studies and the advantages and disadvantages of the product.

Chapter III: Research Method

This chapter discusses the research method, research design, respondents, data collection, and data analysis.

Chapter IV: Discussion

This chapter describes the results to answer research questions 1 – 3, explains the results.

Chapter V: Conclusion

This chapter offers conclusions and suggestions for the research.