

CHAPTER I

INTRODUCTION

1.1 Research Background

The growth of technology impacts social economy fields as well as education fields which has turn out to be a crucial division of the learning process in or out the classroom. In this age, the implementation of digital technology becomes an imperative and strategy in education. Technology has affected all aspects of society and seriously transform the society segments (Ahmadi, 2018). Technology and Communication Board Website (2020) has inserted, the emergence of technology offers accessibility and advantages for both teachers and students. The advantages such as (1) assessable, (2) inexpensive, (3) flexible of time and place, and (4) easy to find broader understanding. Moreover, the accessibility also assisted by several learning platforms for instances Brainly, Edmodo, Schoology, Google Classroom, WhatsApp, and Youtube.

Regarding the aforementioned platforms, Youtube is known as the most popular one which involves many users. YouTube defines as a free web-based service which ease users with some features such as uploading, rating, sharing, watching, reporting, commenting or subscribing other people (Srinivasacharlu, 2020). YouTube can fulfil people's need of video content related to their daily activities. Youtube can be used as a learning media since there are many contents that valuable for educational context. For instance, math learning material, chemistry content, and stories in all kinds of language. Based on the educational Youtube channel, fairy tale content is more attentive to be discussed, because fairy tale content have short duration and use easy conversation to understood. *English Fairy Tales* channel is the example of channel that has fairy tales content. *English Fairy Tales* emerges as a Youtube channel with some popular fairy tales in the world. The canal uses English

instruction and several varieties of countries like Arabic, German, Greek and Indonesian.

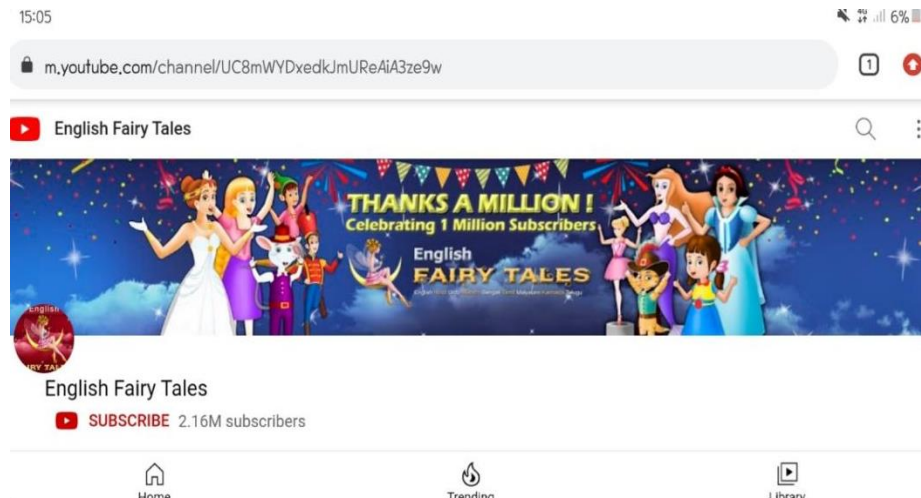


Figure 1. English Fairy Tales Homepage View
(<https://youtube.com/watch?v=-JPJzc2CKc8>)

In line with educational context, the emergence of this canal becomes a useful learning media, which ease to construct material for students. Narrative text will be one of the materials that supported by English Fairy Tales. (Sulistyo, 2013) describes narrative as stories. Many narratives are imaginative stories but also some of them contains several facts. Narrative text can be a fairy tale, fable, mystery, novel, science fiction, romance, or horror. Further, Langan (in Lubis, 2014) asserts that narrative text is known as an imaginary story which used to amuse reader. Relating those explanations, it could be inferred that narrative text is a fiction written form which is provided to attract the reader with some moral values.

Morals of literature commonly reveal the right values based on writer's perspective and messages that writer's need to send to the readers (Susana, 2018). According to Barcalow (1994), moral values is defined as ethical norm that are assessed as good or bad, true or false, sustainable or unsustainable,

allow or disallowed relating the movements, attitudes, responsibilities, and morals. In a simple meaning, moral values consists of people values which follow the regular criteria of right and wrong. Hence, the values of narrative text can be a worthy assessment for readers in determining positive and negative perspective which occurred in real life and being the standard of consequences before doing something.

Further, a narrative text is becoming genre in senior high school, specifically for tenth graders. The narrative text is in a row with K13 that purposes to enhance students' morals. Each narrative contains of moral values which becomes excellent examples in enhancing students' morals. Santoso et al. (2021) mentions the intention of basic competence of 2013 curriculum is that developing students' personality. Therefore, the study described the moral values of the canal and its relevance towards narrative text in Senior High School.

1.2 Problem Identification

In line with the research background, some issues are recognized, i.e.:

1. Some videos of English Fairy Tales channel contain moral values.
2. The videos in the English Fairy Tales channel are relevant to English learning.

1.3 Research Limitation

This study focuses on the moral analysis in the English Fairy Tales Channel video and its relevance to narrative text learning in senior high school.

1.4 Research Question

From the aforementioned research background, the research questions are:

1. What are the moral values in the video of the English Fairy Tales channel?
2. How are the relevance of moral values to narrative text learning in senior high school?

1.5 Research Objectives

Regarding the research problems, the objectives of the study involved:

1. To explore English fairy tales' moral values
2. To describe the relevance of moral value towards narrative text in senior high school.

1.6 Research Significance

1.6.1 Theoretical Significance

The significance of this this study to contribute to an existing theory education field, particularly YouTube as a learning medium. This study can also be used as a reference or source about the moral analysis of fairy tale videos with its relevance towards narrative text in senior high school.

1.6.2 Practical Significance

The research finding is anticipated to offer a constructive impact for teachers and other researchers.

- a. For the teacher

The research is expected to be a reference and consideration for English Teachers in terms of the use of YouTube, especially making the English Fairy Tales channel one of the learning media for students.

b. For other researchers

The findings are able to be adopted as a reference or alternative sources by the other researchers who intend to conduct research that has the same topic or expand it into further research.

