

CHAPTER I

INTRODUCTION

1.1 Background of Study

In the twenty-first century, every activity cannot be separated from the use of digital technology and media. It is commonly used in many aspects of day-to-day public and private life (Hague & Williamson, 2009). As stated by Barlow-Jones and Westhuizen (2014), social activity has been done through digital facilities. In other words, people interact with others by using the digital development which digitalizes everything. In this case, the generation of young people who were born in this twenty-first century and using new technologies are called digital natives (Selwyn, 2009). In this digital world, the most important things needed by digital natives are not only able to use technology but also understand the content of the scattered information.

In understanding and coping with the digital world, literacy takes an important role. Hague and Williamson (2009) state the meaning of literacy in traditional terms is able to read and write in the shared language of a culture. In this context, reading and writing English subject are taught in elementary school until university as inserted in the curriculum of 2013. By reading, the students are expected to be able to understand the content of information. In fact, the rank of Indonesia's literacy is in the 60th position based on the World's Most Literate Nations (CCSU, 2016). Regarding to this case, reading is one way to increase

Indonesia's literacy. Reading is primarily taught in elementary schools and it can be done by reading a story.

In line with this case, there are many media that can actually be used in teaching reading. For instance, there are textbook, storybook, newspaper, bulletin, etc. However, it is important to consider the appropriateness of media used in teaching English for young learners as the digital natives. In this case, young learners are those in 3-12 years old (Copland & Garton, 2014). They are able to create a meaning and also concept when the objects and situation are involved (Slavin, 2006). As mentioned by Ratminingsih (2011), the use of audio-visual media will make students more easily in learning the language by using concrete objects. However, in fact, it was found that the teacher mostly only tends to use conventional teaching media such as textual book rather than innovative teaching media (Ratminingsih & Budasi, 2018). Even though, students are categorized as the digital natives who were born with new technologies.

Furthermore, teaching reading by using digital story is appropriate for young learners. It is because a kind of audio-visual media. Digital story can be said as a teaching media using story that is digitalized. It contains picture, audio, and video. This media is not only for teaching reading but is also entertaining the students with the story. This study uses digital story as a teaching media in teaching reading. The story is in the form of folktale entitled *Cupak and Gerantang* which is developed by Ratminingsih, Budasi, and Dewi (2017).

It is a local culture-based story from Bali. Local cultural subject is inserted in teaching and learning process because the students already have knowledge about it in their daily life. Their motivation will increase because it is easy to be

understood by them. Local culture-based story has a message behind it which can educate students. The most important things are the insertion of local culture in learning process will make young learners respect, love, and maintain values of local culture (Ratminingsih & Budasi, 2018).

A study has been done on the use of local culture-based storybook. Gunada (2018) generated a study to investigate the effect of local culture-based picture storybook in the form of folktale on students' reading competence. The result revealed that local culture-based picture storybook affected the students' reading competence because there was a significant difference on students' reading competence who were taught by using picture storybook and those who were taught by using non-picture storybook.

Additionally, a study on the use of digital story was done by Apriltya et al. (2015) in utilizing digital story as media for teaching reading especially narrative text to the eighth-grade students of SMP Negeri 2 Pontianak in academic year 2014/2015. The results of data analysis discovered that the utilization of digital story as teaching media was effective in improving eighth-grade students' reading comprehension. In addition, the media also could attract students' attention and increase students' interest in reading the story.

The digital story is also a concern in Ratminingsih and Budasi (2019) study and this study is the continuation of last year study which is specifying on the use local culture-based story. This current study implements digitalized story, especially in terms of local culture-based of folktale entitled *Cupak and Gerantang*. This study is focused on investigating whether or not there is a significant difference on students' reading competence of the sixth-grade

elementary school students who are taught by using local culture-based digital story of folktale and those who are taught by using local culture-based storybook of folktale in Sawan district, Buleleng regency.

1.2 Statement of Problem

The research question of this study can be formulated as follow: “Is there any significant difference on students’ reading competence of the sixth-grade elementary school students who are taught by using local culture-based digital story of folktale and those who are taught by using local culture-based storybook of folktale in Sawan District in academic year 2018/2019?”

1.3 Objective of Study

The objective of this study based on the research question is to investigate whether or not there is a significant difference on students’ reading competence of the sixth-grade elementary school students who are taught by using local culture-based digital story of folktale and those who are taught by using local culture-based storybook of folktale in Sawan District in academic year 2018/2019.

1.4 Significances of Study

The findings of this study are expected to have both theoretical and practical significances as follows:

1.4.1. Theoretical Significance

The theoretical significance of this study is to give more information and evidence about the use of digital media in teaching English. In addition, this study is also expected to give contribution to the theoretical insight in teaching English as a foreign language, especially in teaching reading through local culture-based digital story.

1.4.2. Practical Significance

The practical significances of this study is to give contribution for teacher, students, as well as other researchers.

1. Teacher

The finding of this study is intended to widen teachers' knowledge in terms of teaching media for reading class.

2. Students

The finding of this study is expected to make the elementary school students enjoy their reading class and to increase their reading competence through the use of appropriate and interesting teaching media.

3. Other researchers

The finding of this study is also expected to be used as a reference for further researchers in generating a similar study. It will be a good choice to expand it and generate further study to make the results more reliable.

1.5 Scope of The Study

This study limits the investigation only to discover whether or not there is a significant difference on students' reading competence of the sixth-grade elementary school students who are taught by using local culture-based digital story of folktale and those who are taught by using a local culture-based storybook of folktale in Sawan District in academic year 2018/2019. There are two groups as the samples of this study; experimental group and control group. Whereas, the reading competence of the sixth-grade elementary school students is the object of this study.