CHAPTER I
INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, problem statement, objective, and significance of study both theoretical and practical significance.

1.1 Background of Study

In the 21st century learning, the students are expected to master the 4Cs skills that include communication, collaborative, critical thinking, and creativity. Since the 21st century learners are digital natives, they have different learning paces, styles, and needs (Santosa, 2017). The teacher should be able to combine the conventional media with the digital media in order to make the teaching and learning more interesting and meaningful. Therefore, the teachers have to use the interesting and meaningful media that can encourage the students to participate and improve their 21st century skills.

One of the most important things in facing the challenges of the 21st century is a literacy skill. Literacy skill can be understood as a person's ability in reading and writing (Irianto & Febrianti, 2017). However, it does not mean that students are literate because they can read and write a text. Nowadays, by reading and writing, the students are expected to understand, practice, analyze, synthesize, evaluate and compose the information (Yamaç & Ulusoy, 2016). It can be done

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by reading a short story, the students can understand as well as analyze the moral value, the plot, the characters, and the setting of the story (Anggeraini & Afifah, 2017).

The students must be introduced with the attractive reading activities since they are in the earlier stage of learning, such as elementary school. The elementary school students are categorized as the young learners. Young learners are the students between the ages of 7-14 year old (Cameron, 2001). Since reading is not only in the form of printed media, the teacher has to use the digital media in teaching the 21st century learners.

There are some types of media that can be used by the teacher in teaching (Padmadewi, Artini, & Agustini, 2017: 106). One of them is the use of audio-visual media. The audio-visual media is useful and have a positive distribution to the language learning as long as it is used in the right time, and in the right settings.

In fact, there are some teachers still tend to use the conventional media rather than the innovative teaching media in teaching. The interview of the research conducted by (Ratminingsih, 2014) showed that the teachers tend to use printed book and pictures available in the book as the media in teaching. Only few teachers use the innovative teaching media such as video and the other digital media in teaching, especially in teaching reading.

In addition, the Indonesian students have a low interest in reading since they do not have a reading habit. Hence, the students have

a low average of reading competence. They still have difficulties in comprehending the story in the book or any other printed materials that causes the low reading ability of the students (Abbas & Asmin, 2018).

In accordance to that, the teachers can use the digital story in teaching reading. Digital story is categorized as the audio-visual media. It can be as an alternative media in teaching, since it has the audio and the visual that can be heard and seen by the students. Digital stories are relatively short. It is about 2-10 minutes which contains a story that usually revolves around a particular theme or topic and often contain certain points of view (Robin, 2016). In this research, the digital story was as a medium in teaching reading. It was in the form of video consists of an audio and script. The story was the local culture-based story of Legend entitled *The Legend of Bali Strait* developed by Ratminingsih, Budasi, and Puspayanti (2017). The local culture story which is familiar for the students can help the students comprehend the story as well as absorbing the English vocabulary. In addition, with the use of local culture, the students will respect, love, and preserve values of local culture (Ratminingsih & Budasi, 2018). Hence, local culture-based story would probably give a positive contribution towards the students' reading competence.

The use of local culture-story in teaching reading can motivate the students in reading. It will increase the students' motivation as well as their reading competence. The previous research conducted by Putra (2018) has investigated the effect of local culture-based storybook in the

form of legend on students' reading competence. The result of this study proved that there was a significant difference on the students' reading competence between students taught using local culture-based storybook and those who are not.

In addition, the previous researcher has conducted study regarding to the implementation as well as developing material related to the use of digital story as the media in teaching reading. Apriltya, Regina, and Arifin (2015) conducted a research entitled *The Use of Digital Story in Teaching Reading Narrative Text for SMP Students*. This research aims to find out the effectiveness of the digital story as media for teaching reading narrative text to the Eighth Grade Students of SMP Negeri 2 Pontianak in Academic Year 2014/2015. The result of this study showed that the use of digital story as media has the strong effect in teaching reading narrative text.

This current research is the umbrella research of Ratminingsih and Budasi (2019), specifying in the local culture based-digital story of legend. This research was focused on investigating the significant difference between students taught using local culture-based digital story of legend entitled *The Legend of Bali Strait* and students taught without using local culture-based digital story of legend entitled *The Legend of Bali Strait* on students' reading competence in the 6th grade of Elementary School in Buleleng district.

1.2 Statement of Problem

Based on the background of the study, it can be formulated that the problem of the study was: Is there any significant difference on the students' reading competence between students taught using local culture-based digital story of legend entitled *The Legend of Bali Strait* and students taught without using local culture-based digital story of legend entitled *The Legend of Bali Strait* in the 6th grade of Elementary School students in Buleleng district?

1.3 Objective of Study

The purpose of this study was to investigate whether or not there is a significant difference between students' reading competence taught using local culture-based digital story of legend entitled *The Legend of Bali Strait* and students taught without using local culture-based digital story of legend entitled *The Legend of Bali Strait* in the 6th grade of Elementary School students in Buleleng district.

1.4 Significances of Study

The significances of the study were explained as follows;

1.4.1 Theoretical Significance

a. Result of this research can be used for further reference toward the use of local culture-based digital story of legend in school.

b. Result of this research contributes to the investigation of English learning and teaching, especially the media in teaching story in the form of legend in Indonesia.

c. Result of this research can be used as theoretical reflection toward policy applied in school.

1.4.2   Practical Significances

1.4.2.1 For the School

The result of this study can be as a consideration for the school to use local culture-based digital story as the media in teaching to improve and enrich the students' literacy skill as well as their reading competence.

1.4.2.2 For the Teacher

The result of this study can be as a consideration for the teachers to use the local culture-based digital story in teaching reading for the 6th grade of elementary school students in Buleleng district.

1.4.2.3 For the Students

This research comes out with the alternative way to read a wonderful material with a local culture-based digital story which is very interesting to be used in the 21st century learning and is very rare introduced in North Bali.

1.4.2.4 For the Government

The result of this study might be as a consideration to widen the digital teaching media production in relation to

increase the students' interest in reading and enrich their literacy skill.

1.5 Scope of the Study

The study was restricted in analyzing the effect of local culture-based digital story of legend entitled *The Legend of Bali Strait* on the students' reading competence, especially in the 6th grade of Elementary School students in Buleleng district.