

CHAPTER I

INTRODUCTION

In chapter 1, there explained about research background, research problem, research objective, research significance, and scope of the research.

1.1 Background

Literacy is generally known as an individual's ability to get information through reading and writing activities. Thus, according to Scribner (1984), literacy is a perception in an individual with other individuals placed on different standards to be given a different type of education. It is worth agreeing that it is all true if the standardization mentioned by Scribner already happens in society, started from serving the community, teaching in class, and working depends on the perception of literacy. Moreover, UNESCO (1966) in the Experimental World Literacy Program stated that literacy is also humans right which means that every human being should have proper literacy abilities. That is in line with Luckasson's in Keefe & Copeland (2011), where it is stated that humans must be equal to each other with the existence of literacy, in the sense of humans without a deficiency or disability. Therefore, those who make the literacy affected anything in our social development then make it worth mastering the literacy itself.

Thus, besides literacy as a human right and standard perception, several things make literacy very important. First, as explained above, literacy generally means the individual's ability to get information through reading and writing activities, so developing literacy is one way to establish the efficiency of human

resources. In line with that, Venezky (1990) stated that mastering literacy is essential to improve the capability of human resources to compete worldwide. Second, developing literacy is the way of getting people educated to be literate. Being literate applies to people who are skilled in reflecting on whom they are. It is defined, simply, as well as educated learners (UNESCO, 2006). Becoming literate leads citizens to engage regularly in foreign activities (e.g., international meetings, science exchange, entering the study, etc.) and contribute to school and living progress Rintaningrum (2019). Thus, in this context, adolescents need to develop their literacy skills and become skilled learners who are literate.

According to This We Believe (National Middle School Association, 2003) in Salyers & Mckee (2003), adolescents are described as those between 10 and 15 years old. Literacy is critical develops in at this age, because at this age people/learners most vulnerable to laziness in doing anything, also reading. Yet, adolescents experience more growth during this stage of life than at any other time in their lives except in infancy (Salyers & Mckee, 2003). Salyers & Mckee (2003) added that teachers and parents will see the physical changes and find a lot about puberty's emotional and social challenges; however, many people are not as familiar with the intellectual changes in place in early adolescence. Because of this unstable adolescence, adolescent learners tend to choose to do something that attracts them rather than increases their literacy skills. This is very sad considering that adolescents or youth are the spearheads of the development of a nation.

Regarding nation development related to developing literacy, it is quite unfortunate to know literacy in Indonesia. Indonesia is ranked 60th out of 61 countries in terms of reading interest. It is lower than Thailand, ranked 59th and

above Botswana's 61st position (Jakarta Post, 2016). Moreover, Indonesia is also categorized as the E-9 countries and eight other countries, which indicates that illiterate adults and out-of-school children can be found in Indonesia (UNESCO, 2017). As a result, it is feared that Indonesia will not compete internationally (Arisandi et al., 2018). If these situations continue, people, especially adolescents being not able to compete in global competition. It is also feared they cannot compete in other fields in domestic competition due to the lack of knowledge gained through reading.

Several factors generally cause low literacy in Indonesia. Those factors are household reading habits, faster technological advancement, minimum reading facilities, lack of interesting reading material, and quiet reading motivation (Ngussa, 2015). Household reading habits mean that a reading habit that did not start at home is typically triggered by parents who didn't grow their literacy at a younger age. Faster technological advancement or rapid technology development affected people's lifestyle that easier than before and how they get information. That is good, but people tend to scan and skim what they read rather than read carefully, which triggered misunderstood information that caused any hoaxes. Minimum reading facilities also generated low interest in reading because there is no space for reading. Reading facility not only a library, it can be, but also can be a reading corner in every public area, so people can read while doing other things. Lack of exciting reading material here refers to adolescents' indulgence. In Indonesia, there are many kinds of books, but not all of them attractive and appropriate for general adolescents, which affected their interest in the reading activity. Those all factors became the reason people tend to have low motivation in

reading. Habits became a based. Then technology triggered them became lazy. Minimum facilities gave people less space to read. Lack of attractive reading material became a reason people cannot concentrate on what they read.

Thus, regarding the factors that affected low literacy in Indonesia, especially for adolescents, there should be attractive media to get their attention to be more concentrated. Yet, Before stepping into an engaging reading media, it is necessary to know what the media is. The media is a plural form of the medium. Still, the case here media refers to the tools used in conveying something, general information, for example, newspapers, radio, books, television, and so on (Clift, 1979). In line with that explanation, according to Padmadewi et al. (2017:104), media is traditionally divided into visual media, audio media, and visual audio media. Visual media is media that can be seen, audio media is media that can be heard, and audiovisual media can be seen and heard together. In visual media, it is included readable press, and it is also a book. Therefore, books are very commonly used as media significantly to develop literacy.

There are many kinds of books such as encyclopedia, autobiographic, story book, novel, etc. Thus, the most popular one is the novel. The novel is typically written in prose form and relatively such a long work of narrative (Gorelick, 2019). Therefore, the novel is viral from era to era, starting from the 18th century until today, and its growing accordance with the period it went through (Choeda, 2019). Yet, people going bored reading novels that consisted of words without any illustration, especially for adolescents, quickly lost their concentrate if they faced monotonous situations (Hashemi & Azizinezhad, 2011). Moreover, a graphic novel is more attractive as a reading media to avoid that problem.

A graphic novel is generally used to describe any book in a comic format that parallels a novel's duration and plot structure (Gorelick, 2019). Lee (2015) added that a graphic novel is a compilation of comic strips or comic issues. The comic is a little bit different from the Graphic Novel. Comics have a theme in every edition or usually called by a case. It makes the comic being one complete story in every edition. Thus, graphic novels have a continuous story from one chapter to another chapter, similar to a classic novel. A famous example of a comic book is Spider-Man by Marvel Comic and Justice League by DC Comic. The graphic novel has a different name in the other place. For example, in Japan, it is called *Manga*. In South Korea, it is called *Manhwa*. Then in China, it is called *Manhua*. The famous graphic novel example is One Piece by Echiho Oda, Naruto by Masashi Kishimoto, Dr. Stone by Riichiro Inagaki and Diary of Wimpy Kid by Jeff Kinney. This kind of novel is prevalent and proved more attractive than an ordinary novel because containing pictures in there.

Moreover, graphic novels as a literacy media that attract adolescents' attention have been applied in Japan. In Japan, this book is commonly used to increase reading interest, especially for children and adolescents who are lazy to learn. There they inserted comic strips in each chapter of the learners' textbook. For adolescents who are hard to reach through traditional texts, graphic novels can be a way in. Even those deemed poor readers gravitate toward these books, willingly and enthusiastically. Moreover, the visual elements of graphic novels can pull readers who are not interested in reading or who, despite being able to read, prefer gaming or watching media into a story (Gownley, 2011). Yet, unfortunately, In Indonesia, especially Bali, there is no reading media as described above, which can

increase reading motivation by an attractive media contains subject matter, especially English which in line with the syllabus, but covered by pictures and stories of adolescents life.

Thus, because no kind of graphic novel focuses on developing students' literacy skills, adolescents were monotonous forced by teacher learning with their worksheet without using other media, which can also set their literacy skills. As a result, adolescents had limited experience in literacy. Then over time becomes a bad habit in literacy-low literacy grows up. This case becomes why developing a graphic novel is one way to assist 8th-grade junior high school students' literacy skills designed in a graphic novel as the learning media inside. Moreover, this graphic novel will be designed to lift adolescents' daily life story in which material is inserted according to 8th-grade junior high school students' syllabus. Because of that, 8th-grade junior high school students need to develop their literacy skills to be skilled learners, as it is defined as being literate.

1.2 Research Problem

Based on the background above, the research problem was formulated as follows :

1. How to develop and design a novel with theme adolescents' life story related to students' social life for assisting 8th-grade students of junior high school students' literacy skills?

2. What graphic novel quality will be designed with theme adolescents' life story related to students' social life for assisting 8th-grade students of junior high school students' literacy?

1.3 Research Objectives

There are two objectives of this research that are general objective and specific objective as follows:

1. General Objective

Generally, this study has the general objective to develop and design an attractive and appropriate reading media which is in the form graphic novel that will be designed with theme adolescents' life story that related with students' social life which purposes are to increase students' reading motivation and enrich students' experience in literacy so they can be literate.

2. Specific Objective

- 1) To design and develop graphic novel in form novel chapter for 8th-grade students of junior high school students. The developed graphic novel uses a visual novel with adolescents' life stories related to students' social life for a more familiar experience.
- 2) To evaluate the quality of graphic novel in form novel chapter for 8th-grade students of junior high school students.

1.4 Research Significance

The research is expected to generally give positive and beneficial contributions for students from the intended level or others. The graphic novel is an important thing to introduce as a new experience in literacy, which allows adolescents to be more motivated in reading.

1.4.1 Theoretical Significance

This study is expected to contribute in terms of EFL learning theory, namely the development of literacy through the use of graphic novel type

story books. Through graphic novels, students are expected to be able to understand the teaching material through the pictures in the graphic novel. Furthermore, by engaging in reading media, students are also expected to be afraid of new reading experiences.

1.4.2 Practical Significance

1) For students

This study is expected to support students' literacy development by providing attractive reading media in the form of a graphic novel designed with theme adolescents' life story, so it will be more beautiful and familiar for students to read. In addition, it will build their reading literacy skill.

2) For teachers

This research is expected to be a significant source of information for teachers since this research will produce a graphic novel designed with theme adolescents' life stories. In addition, it would help to increase students' interest in reading because containing today's issues related to their social life in the form of the graphic novel as media also develop their reading experience through the graphic novel.

3) For researchers

This research is expected to reference other researchers who wish to research a similar topic as observed in this research.

1.5 Limitation of Study

This research was limited to developing the graphic novel prototype for 8th-grade junior high school students in Buleleng, Bali.