CHAPTER I
INTRODUCTION

A. Background of the Study

The rising variety of media, particularly the internet, are all impacted by the rapid development of technology. Additionally, it affects every aspect of society, including education. The demand for learning and education media is rising right now. Due to the emergence of technology in the learning process, students nowadays have a variety of motives for learning, interests in learning, and opinions about education and the educational process. They prefer learning experiences that are engaging, fascinating, and novel, such digital images, videos, moving graphics, or websites. Due to the students' interest, teachers nowadays modify their teaching and learning through technology media for language learning because it encourages students and gives an alternative method of presentation. Moreover, Badri et al stated that many people believe that technology use in education could be integrated well and effective if the teacher willing to adopt and show good attitude toward technology.[1]

One of learning media that commonly use in this digital era is YouTube. YouTube is an application that can be used as the learning

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[1] A Badri, M., Al Rashedi, A., Yang, G., Mohaidat, J., & Al Hummadi, "Technology Readiness of School Teachers - An Empirical Study of Measurement and Segmentation", *Journal of Information Technology Education: Research*, 2014, 257–75.

media for students. YouTube served various video for every aspect especially for educational purpose. Although not all YouTube video can be use as learning media for students, it should be teachers who can choose the appropriate video learning for students. YouTube Video offers moving or dynamic pictures in addition to text and sound. So, it able to display many things at once that can make the students more interested to the learning process. According to Wang using video in language learning may affect the students' motivation and interest in learning. Moreover, video is easier to find in the internet.[2] The video material should be reviewed before being presented to the students. While delivering video as educational material, teachers has an important role. Since media is generally a tool that can be used to provide knowledge to each student, the quality of learning in the usage of learning media is defined by the teacher's presentation.

According to Gardner that cited by Berk, there is a match between the media and the students' intelligences.[3] Therefore, it is important that teachers are familiar with the media and resources that will be used to enhance the students' learning. There are many educational websites currently available. TED Talks is one of the online platforms for the

[2] Z Wang, "Analysis on the Use of Video Materials in College English Teaching in China", *International Journal of English Language Teaching*, (2015), 23–28.

[3] Ronald Alan Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom", *ResearchGate*, Vol. 1, (2009), 22.

video-based spreading of speech ideas. The TED website, www.ted.com, as well as its YouTube channel and podcast are all places where TED talks can be found. The TED website is highly known for providing fresh perspectives and ideas across various industries. TED is also concerned with education, and it has a separate website dedicated to teaching and learning. TED Ed is stands for TED Education. There are various learning videos available on that website. Teachers may conveniently use TED Ed videos as their learning material and resource since TED Ed offers learning media platform. There are many videos, but they serve various educational purposes. Each video features clear narrative and illustrations. Each video has a transcription as well.

TED Talks offers a wide variety of categories that can be selected for a video learning resource. There are some of folk legend, myth, themed videos in TED Talks. Folk legend and myth can be categorized as narrative. In learning narrative, students need an example and material. The example of the narrative can get from video. In 10th grade Senior High School national syllabus there is narrative text material. The students have to be able to understand the story from text and spoken language. Then, in TED video there are some folk legend and mythical themed videos that likely to be an authentic learning source for students. Moreover, especially for 10th grade student because narrative text is one

of text that should be learned stated by curriculum and is a mandatory material in national syllabus. Narrative text is a story that contains complications or problematic events and attempts to find solutions to the problems.

Besides of that, students have to be able to analyze the generic structure, language features and social function of written and oral narrative text based on the goal of learning narrative text stated in national syllabus. Therefore, learn narrative text using video may give students good example of narrative text and make the students understands more about the context of narrative text in the actual use. In other hand, the videos of TED Talks that is in form of folk legend still cannot be categorized as narrative yet and whether the video is in line with national syllabus of learning narrative for 10th grade of Senior High School students.

Furthermore, learning narrative text is not always supposed to be defined by the text. If teachers use video to teach narrative, the learning process will be more dynamic. Students may be learning four skills at the same time while receiving text resources in the form of videos. Students who learn with video can listen to the speaker, practice reading through text which might appear in the video, learn how the native speech formed in English, and also how to construct ideas in writing.

Students will also be able to improve their vocabulary. In addition, the national syllabus stated that the student should be able to understand both the written and spoken narratives. Students are trained to understand spoken narratives by learning the narrative through video. As a result, using video in class provides multiple opportunities for students to improve their English skills. Therefore, the narrative text on the TED Talks video is being analyzed in this study.

In this study, the writer do a content analysis of TED Talks video. The writer analyzed the generic structure and language feature of TED Talks video then analyze whether the video is appropriate to be learning material of narrative text for students of 10th grade Senior High School according to basic competence learning English in curriculum 2013. It is possible to have an impact on EFL learning by conducting research on analyzing the generic structure and language features of the TED Talks video. Teachers can gain new information about media and sources of learning material for narrative text. Students can experience more variety of language use, authentic source, and new experience of learning from both audio and visual by using the TED Talks video in learning. This study is probably to help teachers learn about TED Talks videos that can be used as narrative examples, and students can use it to learn and explore more about TED Talks as a learning media. Therefore,

the writer conducted this study under the title 'An Analysis of Narrative Text on TED Talks Video YouTube Channel Based on Curriculum 2013'.

B. Focus of the Study

In this study the researcher focuses on analyzing TED Talks video which contains historical and mythical theme that seems to be in form of narrative text then analysis the generic structure and language feature of the videos. Then the selected video will be analyzed based on curriculum 2013 whether it is appropriate to use as learning media for 10th grade students high school.

C. Research Questions

1. How are the generic structure, language feature, and social function found in TED Talks video?

2. Is the video content in line with the basic competence on curriculum 2013 of learning narrative text for 10th grade senior high school?

D. The Objectives of Study

In conducting a research there should be an objective of the study. The objective of this research is to analyze the generic structure and language feature on TED Talks video YouTube channel transcript which is use as learning media and to find out is the video in line to be applied

as learning media for 10th grade students senior high school especially in learning narrative text material according to base competence of English lesson in curriculum 2013.

E. The Significances of Study

The findings of this study can be helpful both in theoretically and practically. Theoretically, this study can help learners to understanding generic structure on narrative both in written and spoken language. Practically, there are significance of this study for students, teachers, researcher and other researcher. The first is significant for students, this research can inform the students other learning resource and media. They can explore more about TED and find it interesting to use TED as their learning media. The second is the significance for the teachers is the teachers can get more information about mythical theme video in TED that is good as the example to learn narrative text. The third is the significance for the researcher, from this study the researcher can learn and experienced in conducting the content analysis study. The last is for other researcher, this research would give a current information about TED Talks video as learning media and it is hoped that this research can be useful as a reference for the further study.

F. Previous Study

In this study, the researcher using several previous studies that related to this research. The first related previous study is conducted by Mansyurah Sadiqah as the author of *"A Content Analysis of English Textbook "When English Rings a Bell" Used in First Grade Junior High School Based on Curriculum 2013".* This This study concentrated on the topics covered in the When English Rings a Bell textbook in order to determine whether or not it fulfill the requirements specified in the base competency. The researcher use qualitative method, specifically in document analysis. This technique is commonly used for identifying certain characteristics or materials that are going to be analyzed in textual or visual data, and its objective is to achieve this by identifying specific characteristics or materials. The researcher conducted the data that have been analyzed into 8 categories from each chapter and 48 categories. The final result is presented as a percentage representing the consistency of the English textbook "When English Rings a Bell," with the results for each chapter compiled in a frequency table. The data analysis shows that the first-year Junior high school textbook When English Rings a Bell is in line with the curriculum 2013 standards.[4] The

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[4] Mansyurah Sadiqah, "*A Content Analysis Of English Textbook "When English Rings A Bell" Used in First Grade Junior High School Based On Curriculum 2013*", 2016.

difference between this study and researcher study is the object of research. The researcher use an English textbook as the object of the research, meanwhile this study use video material as the object of study. Hence, both of them are using the secondary data both English textbook or video material the researcher use same methodology to analyze the data. This research also used content analysis too.

The second related study is conducted by Putri Ulul Apriliyani and Himmawan Adi Nugroho. They conducted *"An Analysis of Narrative Text Writing Made by the Tenth Graders of Acceleration Class at SMA Negeri 1 Sidoarjo"*. The authors' primary focus was on investigating narrative text that made by 10th graders at SMA Negeri 1 Sidoarjo. This research aimed to know how far the students mastering narrative text written and spoken. In written form, the students must be able to compose their narrative text correctly based on its generic structure and language features. The qualitative descriptive design is applied in this study to analyze the students' narrative composition that they wrote. The study used checklist, assessment of scoring, and the researcher as the research instrument. The result of this study stated that the study showed that all of the samples are able to write the narrative composition completely in the term generic structure and language features. Hence, some students still made some errors when applied generic structure

language features of narrative text. The most common error that the students made in composing narrative text is the use of past tense as dominant tense in this text. [5]

The third related study is conducted by Irwan Sulistyo under the title "*An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA Yasiha Gubug*". The author's objective of the research is to find out how the generic structure of narrative text made by the tent grade in SMA Yasiha Gubug and to find out both the problem and the solution. The author used quantitative descriptive to get the result from the research. The data that being analyzed in this research is the narrative text that made by XI IPA I that consist of 39 students in SMA Yasiha Gubug. Author categorized that the students in class XI IPA I in senior high school Yasiha Gubug mastery on writing based generic structure of narrative text into good score with the average 75 and the mean score in the interval 66-79. There are 27 students that in excellent category, 10 students in good category and 3 students in fair category. The problem that students faced in arranging the generic structure of written narrative text are they did not listen the material that given by the teacher attentively, so the students only deserve the

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[5] Putri Ulul Apriliyani and Himmawan Adi Nugroho, 'An Analysis of Narrative Text Writing Made by The Tenth Graders of Acceleration Class at SMA Negeri 1 Sidoarjo', Journal UNESA, Vol.2, No.2, (2014)

information at glance from what they read and based on their experiences before. The solution that author found out from this research is the students have to listen to the teacher while the teacher the material about narrative text, so they can solve the problem in arranging the generic structure in narrative text. In this research, the author also give his suggestion that the teacher should deliver all things in the syllabi of genre in organizing the teaching learning process and the teacher has to give explain the generic structure of narrative text more clearly and give more exercises and more attention to the result of the assignment which are given to the students so that the teacher knows how far the achievement of the students in mastering material.[6]

The difference between this study and researcher study is the object of research. The researcher used an English textbook as the object of the research, meanwhile this study used video material as the object of study. Hence, both of them are using the secondary data both English textbook or video material the researcher use same methodology to analyze the data. This research also used content analysis too.

The second study use content analysis study to analyze the narrative text that made by student, meanwhile this study use the content analysis too but the object of the study was different. The second

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[6] Irwan Sulistyo, 'An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA Yasiha Gubug', Vol.4, No. 2, (2013)

previous study was use narrative text that made by students in senior high school, meanwhile this study use video from TED Talks as the object of the study. The researcher also analyzed the generic structure and language feature of the narrative text that written by the students, a qualitative descriptive method also applied in this research. Meanwhile, this research also analyzed the generic structure and language feature of narrative text in TED Talks Video and analyze the social function too. The last difference between the previous study and this study is this study the object of the research. This study used TED Talks video as the object of the study. Generic structure and language feature of narrative text are being analyzed in this research. Moreover, this research also tries to found out whether the video content in line with the basic competence of English lesson in curriculum 2013 for learning narrative text. Meanwhile, the last previous study only analyzed the generic structure that written by tenth year students in SMA Yasiha Gubug. Additionally, the author also analyzed the problem and the solution for students in arranging the generic structure of narrative text. Because, some of the students are still face the problem in arranging narrative text.

G. Organization of Writing

In order to make this research easy to follow, this paper is arranged into five chapters. Every chapter have some points to explain. The researcher organizes as it follows:

Chapter I is Introduction. In this chapter the researcher put some points: Background of Study, Focus of the Study, Research Question, Objectives of the Study, Significance of the Study, Previous Study, and the last Organization of writing.

Chapter II is Theoretical Framework. This part is consists of the theories from some expert who have conducted the research that related to this research.

Chapter III is Research Methodology. This part is consists of research methodology, Unit of Analysis, Instrument, Technique of Data Collection, Technique of Data Analysis, The Data Validation.

Chapter IV is Finding and Discussion. This chapter consists of data description, data analysis and explanation about data findings and discussion

Chapter V is Conclusion. This chapter consists of conclusion and suggestion.