

CHAPTER I

INTRODUCTION

This chapter provides the reasons why this research is conducted. This chapter involves of background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

In the twenty first centuries, one of the most significance findings from human is digital technology. Nowadays, digital technology not only used for trading, communication, and sharing but also entry into all realms of life. Digital technology that researcher meant is computer-mediated communication. This is a popular and new model of communication by using digital technology. Computer-mediated communication able to connecting people across the world easily and convenience. “Computer mediated communication is a popular environment that has changed the way of our daily life, work, and learning. It helped us to communicate with people all around the world” (World Journal of English Language. Vol. 4, No. 1; 2014).

Actually, in the use of computer-mediated communication, the researcher observe that people tend to use computer-mediated communication only for social media especially teenager in senior high school level. According to Stæhr (2014), teenager would typically create social encounters in modern globalized societies to manage interactions for real context and at the same time in various digital communication environments. The typical character of teenager in social encounters nowadays certainly make a disruption in interactions. They more intense to communicate with non-physical existence (online) than physical existence (offline). In the language context, computer-mediated communication also provides an integral part of verbal and non-verbal communication. That’s why computer-mediated communication offering a new communication environment easily and convenience. Stæhr (2014) states that, “computer-mediated communication can be neither strictly characterized as spoken nor as written language”.

This phenomenon requires teacher to upgrade their style, method, strategy, and media in teaching. Computer-mediated communication can be used for media in teaching activity due to ability that offered by computer-mediated communication are able to share knowledge and information among teacher to the student and student to the peer who came from different cultural backgrounds. Collaborative approach can be an option to accommodate student from different cultural backgrounds into learning groups. “Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product” (Journal of Social and Behavioral Sciences, p. 491). On the other hand, collaborative approach also has risk to make student cheating easily in their learning groups. Roberts (2004) states that, “collaborative between students is often seen as an open invitation for cheating”. This is a problem for teacher to be solved. Essentially, teacher not only transfer his knowledge to the student but also guide them into the good attitude. In line with this statement, Roberts (2004) argued that, “it then becomes the academic’s duty to change the students’ attitude. That’s why both are computer-mediated communication and collaborative approach needed by teacher as the media and approach in teaching and learning activities especially for the English language subject to reduce cheating in collaborative learning.

Teaching English became predominantly subject across the world. This subject requires some skills as the indicator of English language proficiency that contains of listening, speaking, reading, and writing. One of skills that became variables in this research is reading. According to Urquhart & Weir (1998) that also adopted by Hedgcock & Ferris (2009), “reading means dealing with language messages in written or printed form”. More specific, reading that researcher meant is about narrative text. Narrative text is a kind of material that taught in senior high school. Narrative text also has characteristic that tends to fiction such as novel, short story, folk, etc.

Meanwhile, in observing the use of computer-mediated communication that becomes trend in society especially teenager and also the tendency of collaborative learning in traditional model that providing opportunity for student to cheating in classroom. These reasons provide a stimulus for researcher to conduct a research about the use of computer-mediated communication in teaching narrative text through collaborative approach due to benefit that

offered by computer-mediated communication and collaborative approach – that is teaching model that tends to create a collaborative person that would be started from make a limitation in environment learning to reduce their opportunity in cheating collaboratively. This fact supported by researcher's experience who has completed internship program in SMA Muhammadiyah 10 Surabaya. Researcher observe that they were used computer-mediated communication in teaching activity. Eventually, researcher decided to conduct this research in there to explores and examines the current issues in digital technology called computer-mediated communication in teaching narrative text through collaborative approach as the effort to reveal how computer-mediated communication works and what are the effects.

B. Statement of the Problem

This study focuses on the teaching narrative text with computer-mediated communication through collaborative approach. Researcher formulated statement of the problem as follow:

1. How computer-mediated communication works in teaching narrative text through collaborative approach?
2. What are the effects of computer-mediated communication in teaching narrative text through collaborative approach?

C. Objectives of the Study

Based on background of the study, researcher formulated objectives of the study as follows:

1. To examines the process of teaching narrative text with computer-mediated communication through collaborative approach
2. To reveal the effects of computer-mediated communication in teaching narrative text through collaborative approach

D. Significance of the Study

1. For researcher, this study is expected to be one of academic works that able to help people.
2. For teacher, this study is expected to enrich their perspectives about how computer-mediated communication works and the significances in teaching process.
3. For student, this study is expected to improve their comprehension and social interaction with computer-mediated communication.
4. For future researcher, this research is expected to aid the study and development related to teaching issues.

E. Scope and Limitation

This study has a scope and limitation in effort to make it focus on issues related to teaching narrative text with computer-mediated communication through collaborative approach. The scope of the research is computer-mediated communication and collaborative approach. The limitation of the research is teaching narrative text. In addition, the scope is needed to examine the process of computer-mediated communication through collaborative approach and the limitation is needed to reveal the effects of computer-mediated communication through collaborative approach in the context of teaching narrative text.

F. Definition of Key Terms

This section provides some definition from each of issues in this research based on researcher's perspective to serves the information clearly. Those definitions formulated as follows:

1. According to Pardyono in *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique by Rodearta Purba*, "narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic and resolution means to amuse oftentimes meant to give moral lesson to the readers".

2. Computer mediated communication is a popular environment that has changed the way of our daily life, work, and learning. It help us to communicate with people all around the world” (World Journal of English Language. Vol. 4, No. 1; 2014).

3. According to Marjan & Mozhgan Laal, collaborative approach is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. (Journal of Social and Behavioral Sciences, p. 491)