AN ANALYSIS OF DIGITAL CONTENT FOR TEACHING NARRATIVE TEXT AS A CURRENT IMPLEMENTATIONS OF ICTS IN EDUCATION AT THE THIRD GRADE OF SMAN 1 SELAYAR

A THESIS

Submitted to the Faculty of Teacher Training and Education

Muhammadiyah University of Makassar in Partial Fulfillment of the

Requirement for the Degree of Sarjana Pendidikan

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2022

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Thursday 17 Feb 2022	IV	Put all your data of research on the findings	
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MOTTO

"Do the Best for the Bright Future"

DEDICATION

In the name of Allah, with love, honor, and gratitude

I dedicate this thesis to my beloved mom, brother,

distinguished teachers and lecturers, friends.

My Almamater Muhammadiyah University of Makassar.

Thanks for always praying for me, supporting me and standing by my side

I Love you☺

ABSTRACT

Ayu Purnamasari, 2022 *An analysis of Digital Content for Teaching Narrative Text as a Current Implementations of ICTs in Education at the Third Grade of SMAN 1 Selayar.* A thesis of English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervisor: **Ummi Khaerati Syam and Ismail Sangkala.**

This research aimed to find out the types of digital content for teaching Narrative Text at the third grade of SMAN 1 Selayar and to find out how an English teacher used digital content in teaching Narrative Text. This research used a descriptive qualitative method, the instruments used in this research are observation checklist and structured interview. The observation checklist used to observed an English teacher about the implemented of digital content in teaching process and the structured interview used to know more specific about types of digital content that an English teacher used and how it used in teaching Narrative Text at the third grade of SMAN 1 Selayar.

The results of analysis are: An English teacher in the third grade of SMAN 1 Selayar used power point and video. The teacher used the types so good with some preparations before showing digital content, the process of English teaching used three process; firstly, introduction of using digital content. Secondly, show the material using digital content and third, giving questions for the students about learning material about Narrative Text that have shown using digital content.

Keywords : Digital content, ICTS in education, teaching Narrative Text.

ABSTRAK

Ayu Purnamasari, 2022 Analisis Konten Digital untuk Pengajaran Teks Narasi Sebagai Implementasi TIK Saat Ini dalam Pendidikan di Kelas III SMAN 1 Selayar. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Pembimbing : **Ummi Khaerati Syam dan Ismail Sangkala.**

Tujuan penelitian ini untuk mengetahui jenis konten digital untuk pengajaran teks narasi di kelas 3 SMAN 1 Selayar dan untuk mengetahui bagaimana guru menggunakan konten digital dalam pengajaran teks naratif. Penelitian ini menggunakan metode deskriptif kualitatif, instrumen yang digunakan adalah observasi checklist dan wawancara terstruktur. Observasi checklist digunakan untuk mengamati guru bahasa Inggris mengimplementasikan konten digital dalam pengajaran teks narasi dan wawancara terstruktur digunakan untuk mengetahui lebih spesifik tentang jenis konten digital yang digunakan guru bahasa inggris dan bagaimana cara penggunaanya dalam pengajaran Narrative Text di kelas 3 SMAN 1 Selayar.

Hasil dari analisis adalah: Seorang guru bahasa inggris di kelas 3 SMAN 1 Selayar menggunakan power point dan video. Guru menggunakan tipe tersebut sangat baik dengan beberapa persiapan sebelum menampilkan konten digital, proses pengajaran bahasa inggris menggunakan tiga proses; pertama, perkenalan menggunakan digital content. Kedua, menampilkan materi menggunakan digital konten dan ketiga, memberikan pertanyaan kepada siswa tentang materi belajar tentang teks narasi yang ditampilkan menggunakan content digital.

Kata kunci : Konten digital, TIK dalam pendidikan, pengajaran Narrative Text.

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Praise to Allah SWT for his merciful and blessings so the researcher could finish this thesis entitled " An Analysis of Digital Content for Teaching Narrative Text as a Current Implementation of ICTS in Education at the Third Grade of SMAN 1 Selayar" Shalawat and greeting are addressed to beloved and chosen messenger to the our prophet Muhammad SAW peace be upon him.

The researcher would like thank to her beloved mom Rachmawati and brother Andi Agus, S., Pd. who always prayed for her and support her in material matters, a million words would never be enough for the endless love, encouragement, attention, and heart they have given. Her love is very much to her family. Therefore, the researcher expressed his appreciation to all people who care and help the researcher to carry out this work, and it goes to:

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b. Erwin Akib, S.Pd.,M.Pd., Ph.D., as the Dean of Teacher Training and Education Faculty.

c. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., as the Head of English Education Department of Teacher Training and Education of Muhammadiyah University of Makassar.
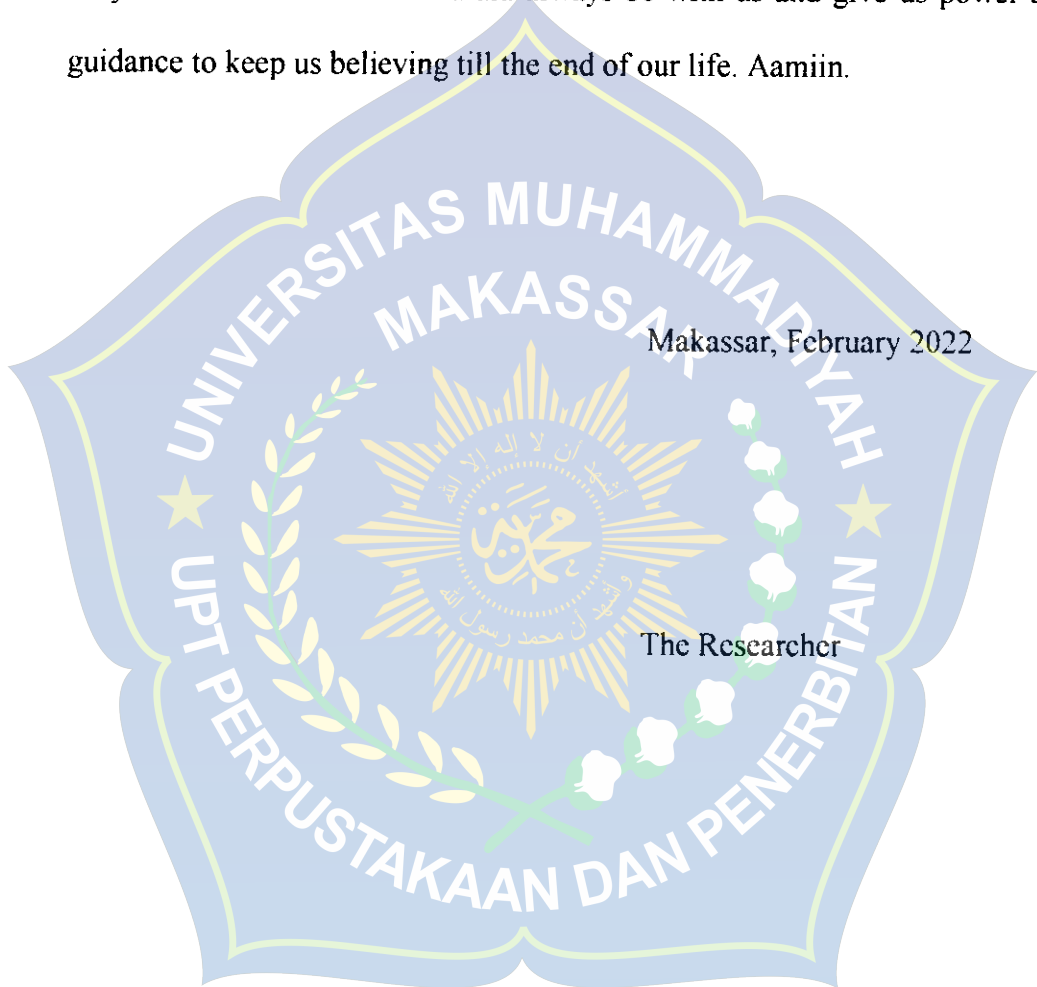
j. Last but not least, every person who cannot be mentioned here one by one who has given valuable suggestion, guidance, assistance and advice to complete this thesis.

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May Allah Subhanahu Wa Ta'ala always be with us and give us power and guidance to keep us believing till the end of our life. Aamiin.

Makassar, February 2022

The Researcher

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CHAPTER I

INTRODUCTION

This chapter has some key points about this research. The researcher explains the research background, problem statement, research purpose, research significance, and finally the research scope.

A. Background

Information and Communications Technologies (ICTs) changing education strategy to be more interesting and understanding, especially digital content in teaching, it is not only give benefits for students but also for teachers, it helps to makes learning process easy and not spend a lot of time. In addition, using digital content in learning process can be accessed wherever and whenever in the good connection by students and teachers.

Based on Piotrowski & Witte, 2016; Parra, Woodley & Lucero, 2018, TPACK shifts teachers' roles from being the only center of knowledge to a facilitator of learning. In digital era, teachers must facing learning process using technology to make it interesting for students. Teacher should understand to use technology for optimality the learning process. According to Pape & Lopez Aflitto, (2020) the new education landscape is full of teaching changes, and the teacher or guardian's

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previous identity for teaching using distance learning methods may increase the barriers to success.

The definition of digital is technology suitable with internet itself. In other hand, content is material that provide in electronic media. So, the definition of digital content is material that can be access through online system or social media. Therefore, every teacher must be ready to face the rapid development of the world of education so that teachers are ready to use digital technology as the main platform in learning. It means that digital literacy campaigns or socialization must be stirred up. One day, printed textbooks will only be displayed in the library. In the future, everything will be made into a digital system, so that the world will be at hand and easy to access. If the teacher persists in the learning method, the students can feel bored and not interested in the subjects presented by the teacher.

According to Fukuyama (2018) the development of Information and Communication Technologies has given birth to a digital transformation that changes the order of the industry. In the current era of pandemic condition, a teacher must be more creative and innovative. One of them uses digital content that is easily accessible by students. The digital content is made as attractive as possible so that students always want or don't get bored watching the content. Before pandemic ITC already used in learning process, in addition when the pandemic hit the world, all activities were carried out digitally.

Media is important role in teaching to improve students' motivation in learning English because students in this era cannot be separated with ICTs itself. ICTs in education not only can implemented in distance learning but also learning English as a tools to supporting teaching process. I am sure that we are all aware that the way teachers teach, either face-to-face or online, has different challenges. This challenge is what triggers the emergence of creativity for student learning materials.

In the status quo, many students bored when study English especially in reading Narrative Text, it gives negative effect for their reading comprehension. Therefore, types and implementation of digital content for teaching Narrative Text make teaching and learning process more interesting for students. Related to explanation above, the researcher is interested in carrying out a study entitled "an Analysis of *Digital Content for Teaching Narrative Text as a Current Implementations of ICTs in Education at the Third Grade of SMAN 1 Selayar*". Otherwise, researcher focused to analysis types of digital content that teacher used and it implementation for teaching Narrative Text in the third grade of SMAN 1 Selayar.

B. Research Problem

Based on the background above, the problems of this research will be formulated as the following:

1. What are the types of digital content for teaching Narrative Text at the third grade of Senior High School 1 Selayar?

2. How does an English teacher uses digital content in teaching Narrative Text?

C. Objective of Study

Based on the research problem above, the research objectives are:

1. To find out the types of digital content for Narrative Text at Senior High School 1 Selayar.

2. To find out digital content that an English teacher uses in teaching Narrative Text.

D. Significant of The Study

The significances of this study are expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. For teacher, it can be used as more references to implemented ICTs especially digital content in teaching Narrative Text.

2. For students, it will help them to increase their interest and motivation in particularly Narrative Text.

3. For other researchers, can be used as a source or a new knowledge for further research about using ICTs in teaching narrative.

E. Scope of The Research

This research conducted at SMAN 1 Selayar in the third grade. The researcher focused on analysis types of digital content that used by an English teacher and how teacher using digital content for teaching narrative as implemented of ICTs in education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous related research findings, the concept of ICTs especially digital content, deals with the previous findings, some relevant ideas, and theoretical framework.

A. Previous of Related Studies

Muwahhidullah Al-Farraaq (2020) conducted a research entitled "The Impact of Digital Content on SMA N 14 Makassar Students' Writing Skills", researchers can draw the conclusion: Third, the use of digital content for writing Useful writing skills have a positive effect. In terms of language use, 57 points in the pre-test and 68 points in the post-test, an increase of 19%. Secondly, there is a significant impact on the results of the digital content on the students' writing ability after treatment. It can be proved that the t-test value is 3.14, the t-table value is 1.7033, and the t-test value is higher than the t-table value. The difference between the previous research and this research are the previous research analysis The Impact of Digital Content on SMA N 14 Makassar Students' Writing Skills while this research analysis digital content that teacher uses in teaching Narrative Text for students in the third grade of SMAN 1 Selayar.

Ong (2017) Digital Story Creation: Impact on Academics Performance. This study examines the rigor and benefits of digital stories Creation and 1) its impact on academic performance, and 2) its Promote the role of communicative competence.

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Therefore, this article studies Students' experience in creating and using digital storybooks Class three classroom. Surveys, interviews, reflective journals and The analysis of the created digital story is done as a data collection tool. Paper. As a result, the strategies adopted throughout the semester had a huge impact Be noticed. Students perform very well in classroom activities Digital narrative and creative technology. Kinds of digital content that the researcher will use is video digital and animation. The difference between the previous research and this research are the previous research studies Students' experience in creating and using digital storybooks Class three classroom while this research analysis the types of digital content uses in teaching Narrative Text for students.

Thomas Triadi Wijaya (2016) "Developing Interactive Multimedia for Teaching Reading to Grade VIII Students Of SMPN 2 Mertoyudan in the First Semester" there are three points to be concluded based on the objectives of the study. Those are the target needs, the learning needs and the characteristics of the appropriate materials for teaching reading to grade viii students of junior high school. The difference between the previous research and this research are the previous research Developing Interactive Multimedia for Teaching Reading while this research analysis the types of digital content uses in teaching Narrative Text for students.

The differences of this research are to find out the types of digital content in teaching Narrative Text and it implementation itself. To reach all level of society by developing digital content in 4.0 era, in addition, it to enhancing students' motivation

and interest in English. Besides that, my research focuses to analysis digital content especially digital content in teaching Narrative Text that uses by an English teacher.

B. Some Pertinent Ideas

1. The Concept of Digital Content

a. Definition of Digital Content

Today's increasingly complex digital technology has brought tremendous changes to the world, and the birth of a large number of increasinggly advanced digital technologies has sprung up like bamboo shoots after a rain. Different societies have easier access to information through a variety of ways, and can freely and controllably enjoy the facilities of digital technology (hasanah 2018). In this year, society especially teachers and learner will not unfamiliar with digital it because digital can be used easier.

Then there is no choice but to master and control the technology correctly and correctly to provide maximum benefit (Setiawan 2017). Increasingly complex digital technologies can bring tremendous changes to the world. People from all walks of life are spoiled by the convenience of obtaining product information through a variety of ways, and can freely and controlledly enjoy the convenience of digital technology. Technology will continue to flow in human life like ocean currents.

There are many forces that are imposing a sense of urgency on the education system and transforming themselves for the future, which will completely change the

role of teachers. Some of these forces include the Fourth Industrial Revolution (Schmidt, 2017; World Economic Forum, 2017), innovative teaching methods (Maldonado-Mahauad, Perez-Sanagustín, Kizilcec, Morales and Munoz-Gama., 2018; Suárez, Specht , Prinsen, Kalz, & Ternier, 2018), information explosion due to increased Internet use (Reyna, Hanham, & Meier, 2018), lifelong learning (Berry, 2018; Hinzen & Schmitt, 2016), artificial intelligence (Schmidt, 2017), and initiatives to open up educational resources (McGreal, 2017; Paskevicius and Hodgkinson Williams, 2018; Redecker, 2017). This study identified the necessary abilities for digital and online teachers to adapt to the future Internet and digital technology.

b. Types of Digital Content

Create an atmosphere without multimedia such as text, ICs sures, sound, video, animation, etc. Comfortable and attractive (Jannah et al.,2020). The results of other studies also show that Use of images, colors, and sounds to attract attention and please students (Kuswanto et al., 2017). There are many forms of digital media or digital content, from text and audio and video files, to graphics, animations, and images.

The latest technology of traditional media becomes new or new digital media has been equipped with digital technology. This modern telecommunications convergence consists of computers and network broadcasting. Communities are beginning to face new ways of processing and disseminating digital information, the Internet, the World Wide Web, and multimedia functions.

Social media such as whatsapp, youtube, google classroom etc are new types of digital media that belong to the category of online media. These new digital media enable ordinary people to talk, participate, change and create networks online. In addition, there are other types of digital media, such as computers or laptops, digital versatile discs, disc videos, portable media players, smart phones, video games, and virtual media – Reality. According to Munir 2017 the tupes of digital content are below:

1) **Text** - Type of digital content which is available in text or written format. Blog websites which store data in form of textual format.

2) **Images** - Photo and image sharing is another example of digital content. Popular sites used for this type of digital content includes Imgur, where people share self-created pictures, Flickr, where people share their photo albums, and DeviantArt, where people share their artwork. Popular apps that are used for images include Instagram and Snapchat.

3) **Audio** – Music is the most common form of audio. Spotify has emerged as a popular way for people to listen to music either over the Internet or from their computer desktop. Digital content in the form of music is also available through Pandora and last.fm, both of which allow listeners to listen to music online for no charge.

4) **Video** – Types of video content include home videos, music videos, TV shows, and movies. Many of these can be viewed on websites such

as YouTube, Hulu, CBS All Access, Disney+, HBO Max, and so on, in which people and companies alike can post content. However, many movies and television shows are not available for free legally, but rather can be purchased from sites such as iTunes and Amazon.

c. Digital Content in Language Teaching

In this digital era, for learning foreign language especially English language the use of ICTs is really important to solve students' problem in their motivation and interest in learning English. As a teacher should choose media as modern as E-Generation that will suitable with the target, it is the students itself. According to Graeme Codrington & Sue Grant-Marshall, Penguin, (2004) that the students that was born from 1996-2010 is called generation Z or the other name is igeneration, GenerationNet. It means that we will face students that cannot be separated from internet or digital itself. other words, choose digital content as media in teaching it can be more interesting to them.

Digital learning by developing ICTs in education have an unlimited time because it access wherever and whenever with the good network, it difference with teaching face to face that has limited time. There are many forces that are imposing a sense of urgency on the education system and transforming themselves for the future, which will completely change the role of teachers. Some of these forces include the Fourth Industrial Revolution (Schmidt, 2017; World Economic Forum, 2017),

innovative teaching methods (Maldonado-Mahauad, Perez-Sanagustín, Kizilcec, Morales and Munoz-Gama., 2018; Suárez, Specht , Prinsen, Kalz, & Ternier, 2018), information explosion due to increased Internet use (Reyna, Hanham, & Meier, 2018), lifelong learning (Berry, 2018; Hinzen & Schmitt, 2016), artificial intelligence (Schmidt, 2017), and initiatives to open educational resources (McGreal, 2017; Paskevicius and Hodgkinson-Williams, 2018; Redecker, 2017). This research identified the necessary abilities for digital and online teachers to adapt to the future Internet and digital technologies.

d. Function of Digital Content

Briesies (2015) said that when we use digital technology, there are four results. Contents, they are:

1) Entertainment-this will have a strong emotional appeal to a person. The audience makes it very shareable.

2) Education-this will allow wider coverage, especially for those Who may not understand the product or service yet. Again, this is usually very shareable.

3) Persuade-this is a bit emotional; content Gradually change the mindset of consumers (I say consumers Because persuasive content is usually used in the product sense).

4) Conversion-the content is often not rational, not Emotional, because when you need a decision-making brain. Consider what the conversion must provide you.

The statement above it is shows how digital content can make learning process more interesting and effective. In fact, this research want to prove that choosing digital content in teaching will give change by students' progress in learning English.

c. The Benefits of Digital Content

Digital teaching aims to enable students to actively participate in learning activities in order to achieve established learning outcomes (Pai & Tu, 2011). With the easy access of digital content the students will more relax and enjoy to study wherever and whenever with the good connection.

It's not only make students understanding the material especially Narrative Text that provided in digital content but can help students to understanding the other skill that is digital skill. In addition, in this digital era our generation must face digitalization in their hand or gadget. With using this approach in teaching can helps students more focus on material especially Narrative Text. As we know that reading Narrative Text need deep comprehending to make them easier to answering the questions.

2. The Concept Information & Communication Technologies In ELT (English Language Teaching)

a. Definition of ICTs

United Nations Development Program (UNDP, 2003) defines ICT as: basically an information processing tool-a variety of goods, applications and

services for production, storage, processing, distribution and exchange information. They include "old" ICT radio, television and telephone, and "new" information and communication technologies computer, satellite and wireless technology and the internet. These different tools can now work together and combined to form our "networking". The world is a huge interconnected infrastructure telephone service, standardized calculation hardware, internet, radio and television, reach every corner of the earth".

According to Munir (2008) in the book type-based curriculum that technology presence education can be included in three paradigms, which are

1. Technology as a tool or technology product that can used in education,

2. Technology as content or as part the material that can be used in education

3. Technology as an application or tool program effective and efficient learning environment.

In other hand, the definition of ICT is a device that provided to exchange information. ICTs is using in some aspect in life especially education, developing ICTs in education not only make students interesting with English material but can helps them to following the new challenge in modern era.

b. The Impact of ICTs on ELT

1) Availability of Materials

Due to the availability of learning materials, whether computer-based, web-based or CD-based, ICTs is very exciting; therefore, students can learn at their own pace with the help of very patient tutors (machines). At the same time, in classrooms around the world, computer teaching and learning through online telecommunications will consolidate the improvement of different academic skills. The availability of images, animations, audio and video clips are more helpful in presenting and practicing new languages.

In addition, ICTs' device is easy to access and used. It gives pictures with the high quality and can improve the device with creatively. Not only have device that can teachers improved but also ICTs can access in our phone or computer wherever and whenever.

2) Students' Attitude

ICTs have a positive vibes for students' English learning process. Students will more be motivated to study and increase their self-confidence when they use computer or ICTs' device. Technology can make students can control their attitude in learning process.

3) Autonomy

Students have the opportunity to choose the language elements they want to focus on meet their learning strategy or learning style. Here, the learner-centered approach is supported these facilities provided by ICTs, while traditional. The technical method fails to give such chance. Students can practice freely don't be afraid of others' own language stage and rhythm.

4) Authenticity

ICT provides authentic learning environment, because learners can interact with everyone else across the continent is very motivated language learners. Face this challenging situations are the touchstone of use the authenticity of language is not artificial. Information and Communication Technology because learning tools are very motivated; however, they are very attractive and easy to access.

5) Help teachers

ICTs helps teachers prepare, produce, store and retrieve their materials easily and quickly. Different rich text availability, different themes, quizzes, exercises help save teachers' time. Despite the opportunities and facilities provided better assist with modern technology teaching, but they did not replace it. So far, skilled the teacher is the only one who shoulders the heavy burden responsibility for providing and fulfilling teaching

c. ICTs Developed in English education

There are two approaches of online learning by using ICTs, they are: Asynchronous and Synchronous.

1) Synchronous

Synchronous e-learning is usually supported by media such as video conferences and chats, which may support learners to develop learning communities. Learners and teachers experience synchronized e-learning because it is more social and avoids frustration by asking and answering questions in real time.

Bach and Smith (2007) believe that e-learning covers many types of applications and processes, including computer-based learning, web-based learning, virtual classrooms, and collaboration. Educators interpret e-learning as a subset of distance learning, online learning as a subset of e-learning, and computer-based learning as a subset of online learning. It is also mentioned that e-learning not only provides value through planned learning, but also recognizes the value of unplanned learning and the autonomy of learners in order to increase learning experience and improve academic performance.

From the definition above that we know that the synchronous having a lot accessible tools in supporting teaching and learning process in implemented 4.0 era for increasing education system especially in learning English language as foreign language.

There are some real-life examples of synchronous:

a) In-person meetings

b) Walking to someone's desk to ask a question

c) Water-cooler chats

d) Phone or video calls

e) Live webinars or classes

f) Instant messaging (when responses are immediate)

2) Asynchronous

Asynchronous e-learning support usually promoted by media such as emails and discussion boards. Work relationship between learners and tutors, even if participants cannot be online at the same time. This is a key component of flexible e-learning. In fact, many people attend online courses because of their asynchronous nature, combine education with work, family and other commitments.

Asynchronous e-learning enables learners log in to the e-learning environment at any time and download files or send messages for tutors or Peer. Students may spend more time perfecting their contributions, which is usually considered more thoughtful compared with synchronous communication.

There are some example of asynchronous, they are:

a) Email

b) Messages via any instant messaging app (e.g.WhatsApp,messenger, Ring Central Message, Slack)

c) Messaging via project management tools such as Basecamp, Trello, Mondays etc

d) Intranets such as Yammer or Sharepoint.

3. The Concept of Teaching Reading

a. Definition of Teaching Reading

English language in Indonesia is a foreign language for society, especially students. It's not east to teach other language for the learner which is it is not their mother tongue. Dewey (2010) believes that English teaching is a form of international professionalism. There are for skills that must be known by students, they are: reading, writing, speaking and listening. Reading skill is one of the skill in English that must be mastery. From reading students can get information and ideas from the text.

Some experts (Grab 2004, Harmer 2001); Define reading as the process of acquiring textual experience, enabling readers to Ideas to discover, understand, attract, and clarify written information. Such as yuan Cognitive strategies for self-planning, monitoring, and evaluation of one's own reading process. Perfetti (2001) pointed out that reading ability is an individual's skills in certain reading Evaluate.

b. Strategies in Teaching Reading

Psychologically speaking, reading is seen as an interactive process between language and thought. There are a variety of activities related to reading lesson activities: pre-reading activities, in-reading activities, and post-reading activities, Mukhroji (2011).

1) Pre-reading activities

Pre-reading activities are interactive activities performed by students before the actual reading activities. In the pre-reading activities, activation is related to the students' background knowledge, the goals of the reading class, learning activities and motivating students. At this stage, the teacher tries to activate the student's schema related to the topic or briefly explain the content of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to stimulate students' enthusiasm. Reading motivation attracts students; pay attention to words. Pre-reading activities are activities aimed at promoting students' understanding of the text read.

a) Reading activities

Reading activities refer to the activities performed by readers while reading. Mukhroji (2011) mentioned that reading includes:

(a) Determine the main idea,

(b) find the details of the text,

(c) In order,

(d) Inferred from the text, and

(e) Recognize discourse patterns.

The reading activity period refers to the ongoing teaching activity when the reading activity occurs. Mukhroji (2011), five activities to do while reading. Third, readers identify the subject of the article and the topic sentence by skimming. Secondly, readers look for details in the text and find specific information. Third, readers follow the order by relating items in a specific order or prose. Fourth, readers try to understand the text by using their schemas and experience to make inferences from the text. Fifth, readers recognize text patterns and understand the text as a whole.

b) After-school activities

Post-reading activities are activities that readers perform after reading. In the reading activities after class, students ask questions and give feedback after class. Post-problems are more active in terms of accompanying understanding and goals, because more or less important information is learned. Post-reading activities are teaching activities carried out by students and teachers after reading.

Mukhroji (2011) pointed out that post-questioning, feedback, and group and class discussions are activities that can be carried out in the post-reading activity stage. The function of the activity is to check students' understanding of the text being read. The post-question after reading the class activity is very important

because important and secondary information are learned. In addition to asking questions, summarizing the content of the text is also applicable to students. The activity after reading can also be in the form of discussion. Therefore, the discussion can be a group discussion or a whole class discussion. The discussion may depend on the size of the class. If the class is large, it is best to have a group discussion. If the class is small, it is best to have a class discussion.

From the explanation of kinds of activities in reading strategies students not only read the text and finish it but also must know the messages from the text and get ideas and information when finishing their reading activity, especially when they read Narrative Text.

4. The Concept of Narrative Text

a. Definition of Narrative Text

These are the definition of Narrative Text by expert, According to Rebecca (2003), a Narrative Text is a text that connects a series of logically and chronologically related events caused or experienced by factors. According to Anderson and Anderson (2003), narration is a text that tells a story and uses it to entertain the audience. It has characters, scenes and actions.

According to Sibarani and Pardede (2020:86) stated that English reading has always been regarded as one of the main goals of college English teaching because it can objectively reflect students' language acquisition ability. In order to improve our skills, especially reading Narrative Texts requires practice. Students' views on reading

problems in Narrative Texts may or may not be consistent with what actually happened (Al-Khaleefah: 2017).

According to Haerazi, Vikasari, and Prayati (2019) pointed out that if students do not have enough background knowledge of the text, they will have difficulty understanding the text. This caused them to waste time by doing so. Further, based on the interview there were answers that the researcher got, they are:

(1) Students have a limited number of words that make it difficult for students to understand Narrative Texts,

(2) Students get into trouble for the difficulty of stories from Narrative Texts. Schematic stories are hard to read,

(3) Students do not feel comfortable or relaxed in reading activities in class when the test is caused by lack of time, and

(4) The teacher uses methods that make students happy in reading activities and they do not have the motivation to read. In order, teaching Narrative Text using digital content will be more creative and interesting for students.

From that explanation, Narrative Text is a text that provide story in the past. Narrative Text tells about past story so the grammar that used in Narrative Text is past tense.

b. Generic Structure of Narrative Text

According to Mark and Kathy states that the steps for constructing a narrative as follows:

a. Orientation/ exposition

It can be a paragraph or an opening chapter. The narrator tells the audience the characters in the story, the time of the story and the location of the action.

b. Complications/Ascent

This triggered a series of events that affected what would happen in the story.

c. Sequence of events/climax

This is where the narrator tells how the character responds to complex situations. It summarizes how they feel and what they do. Events can be told in chronological order (the order in which they occur) or flashback.

d. Resolution/down action

In this part, the meaning may be resolved, better or worse, but rarely left unresolved at all.

e. Provide comfort or moral reorientation

Based on what is learned from the story, it is an optional end of the event. Based on the explanation above, the researcher can know that generic structure of

Narrative Text started from orientation it likes introducing the character in the text. Second, complication it can give some conflict from the characters. The third, Climax is how the character face the conflicts, the forth, resolution it is the conflicts can/cannot solve and the last is reorientation, from this part we can get the moral value.

1) Language Features of Narrative Text

a) Use some action verbs: Climbed, Turned, Brought, etc.

b) Use specific nouns as pronouns for people and animals in the story. For example: king, queen, etc.

c) Adjectives that use noun phrases. Examples: long black, hair, two red apples, etc.

d) Use temporal conjunctions and conjunctions to arrange events. Example: Then, before, after, wait soon.

e) Use adverbs and adverb phrases to show the location of events. Example: here, on the mountain, later, etc.

f) Use dialogue to elicit emotional reactions from readers.

g) Use the past tense

h) Use a variety of simple, compound and complex sentences

2) Kinds of Narrative Text

According to Emilia, there are five Narrative Texts. They are as follows:

a) Fable is a lecture story, often using animal characters that behave like human (mouse deer and crocodile, ant and grasshopper, etc.).

b) Legend is a story based on facts, but usually contains exaggeration of heroes. (The story of Sankurion, Marin Kundang, Toba Lake, etc.).

c) A fairy tale is a humorous story that tells the impossible and exaggerates the achievements of the protagonist. (Cinderella, Snow White, Pinocchio, etc.).

d) Folktale, an ancient story, reveals the customs of a culture.

e) Science fiction is a novel based on the inference of a certain imagined scientific development or social trend. (Jules Verne from Earth to Moon, Robert Heinlein's Starship Soldier, etc).

From the explanation above, the researcher can conclude kinds of Narrative Text to five kinds, they are: fable, legend, fairy tale, folk tales and science fiction.

5. Conceptual Framework

```
┌──────────┐      ┌──────────┐      ┌──────────┐
│  INPUT   │──────│ PROCESS  │──────│  OUTPUT  │
└──────────┘      └──────────┘      └──────────┘
```

ICTs in education	Analysis types of digital content in teaching Narrative Text	Know the types of digital content that teacher uses and how it uses

Narrative Text
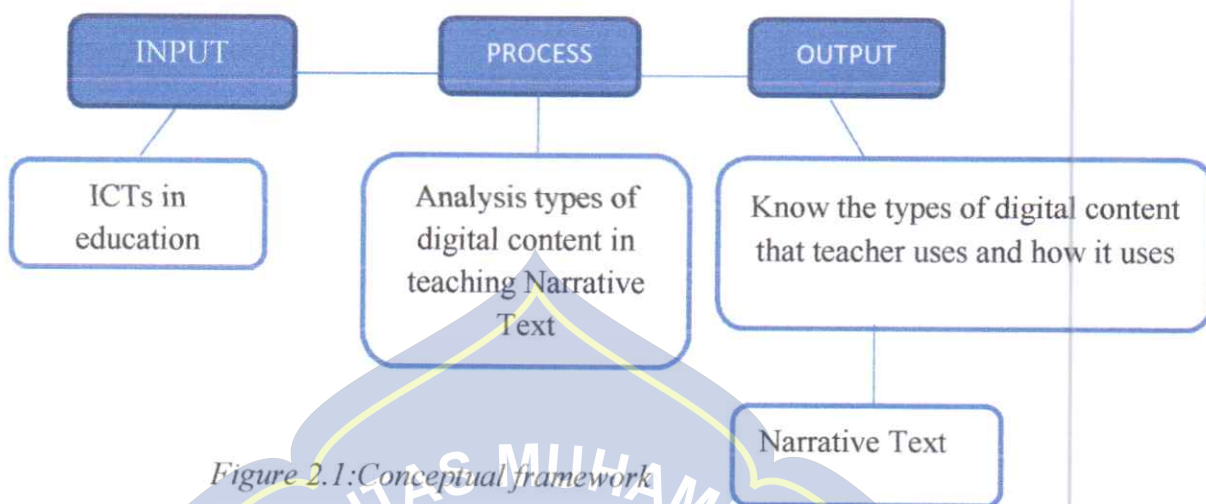
Figure 2.1:Conceptual framework

Based on the conceptual framework above, ICTs helps learning process easier and interesting, using ICTs as implementation in education is the best choice because education especially in teaching the media must be improved suitable with the current era. Analysis digital content for teaching Narrative Text can know types of digital content that teacher uses in teaching.

The researcher will focus on how teacher uses digital content for teaching narrative and the types that teacher uses in teaching Narrative Text more interesting for students in this era. Selected media in teaching must be carefully because it has impact for student's motivation and interest in learning English.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used Descriptive Qualitative. Researcher analysed the types of digital content that an English teacher used and how teacher used digital content for teaching Narrative Text. The aims of analysis about digital content were to know the types of digital content that teacher used and how it implemented in class.

Researcher observed and gave observation checklist for teacher before entered the class. After that, the researcher gave questions for interview session, the questions was be suitable with types of digital content that teacher used and it implementation itself. Finally, the researcher knew what types of digital content that an English teacher used for teaching Narrative Text and how teacher used digital content for teaching Narrative Text in the third grade of SMAN 1 Selayar as implementation of ICTs in education.

B. Research of Subject

The research subject was an English teacher in the third grade of SMAN 1 Selayar. The researcher found the types of digital content that teacher used in teaching narrative and it implemented in class.

C. Research instrument

As instrument in collecting data, researcher used observation and interview. (Pure, 2017) stated that related to the involvement of researcher in the research arena, whether active passively involved. In collecting data in this study researcher used 2 kinds of research instruments. First, observation which was observe about types of digital content in teaching Narrative Text and it implementation in the third grade of SMAN 1 Selayar. The second was an interview where the researcher gave questions to an English teacher for more specific about types of digital content that teacher used and how it used in the third grade of SMAN 1 Selayar.

D. Technique of Data Collection

1. Observation

In this qualitative research, researcher used observation checklist about what types of digital content that teacher used in teaching narrative. It used to knew the implementation of digital content in order ICTs in education. Firstly, the researcher asked permission and explained what was the purposed of the research, after got the permission the research joined in class and analysis types of digital content that teacher used and how teacher used digital content for teaching Narrative Text. Then the researcher focused on teacher's responses.

2. Interview

Researcher used structured interview and it gave some questions for an English teacher in the third grade of SMAN 1 Selayar about the types of digital

content that used in teaching Narrative Text and it implemented in teaching narrative as implementation of ICTs in education.

E. Technique of Data analysis

The data analysis was descriptive qualitative. In this research, the researcher analysis the data by the interactive analysis model according to Miles and Huberman (1992) in qualitative research, it is possible to analysis data when the researcher was in the field or after returning from a new field of analysis, in this model there were three analysis components, namely data reduction, data display, conclusion drawing.

1. Data reduction

In this process the data obtained was reduced, summarized, selected the main points and focused on things that are important to make it easier for researcher to find data back in addition to the previous data obtained if needed, so researcher reduced the data after interview or observation the teacher and take the important data related to research question.

The data obtained was in the form of English answers from interview where this data analyzed based on answers by an English teacher. Then, the data that answer the question to make we know the types of digital content and how it used in teaching Narrative Text.

2. Data display

In this stage, the researcher developed a structured description of the information to draw conclusion and take action. The presentation of data commonly used in this research is Narrative Text form. The purpose of narrative

text was that the researcher describe previously classified information about what were the types of digital content that teacher used in teaching Narrative Text and how it used.

3. Conclusion drawing

The researcher was draw a conclusion from the data and data that has been previously concluded, then matches the notes observation and interview made by researcher at the time of doing analyzing.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed about the findings and discussion. The findings described about the result of the data collected from the observation and interview explained and interprets the findings. The result of the research about analysis of digital content for teaching Narrative Text as a current implementation of ICTs in education described in the following description.

A. Research Findings

The purpose of this study was to determine types of digital content that an English teacher used for teaching Narrative Text and how it used. This research was conducted to the third class of SMAN 1 Selayar in the academic year 2022/2023 which consist an English teacher.

The result of the data search found types of digital content that an English teacher used for teaching Narrative Text and how it used. The research of the data can be seen as follows:

1. Types of digital Content Used by Teacher

The researcher used observation checklist and structural interview for an English teacher. The researcher observed the implementation of digital content in process teaching Narrative Text used digital content for students with used observation checklist that consist of yes or no answer.

a). Table of Observation

Table 4.1 Observed Aspect

No.	Observed Aspect	Yes	No
1.	The teacher know about types of digital content	✓	
2.	Teacher uses digital content for teaching narrative	✓	
3.	Teacher uses some types of digital content in teaching Narrative Text in once meeting		✓
4.	Teacher able to use digital content in teaching narrative	✓	
5.	Teacher has some preparation for teaching using digital content	✓	
6.	Students interesting with digital content in learning	✓	

Based on the answer from aspect of checklist number one researcher found that an English teacher know about digital content for teaching Narrative Text in the third grade of SMAN 1 Selayar. For teacher to know about types of digital content so important for the effectiveness learning process in class, choosing the innovative media for teaching increase students' motivation compared without using media to

supporting teaching process. The answer from aspect of observation checklist number two that teacher used digital content for teaching narrative it is suitable with the goals of 4.0 era especially for education system not only know about digital content but also know to implement it in teaching process. The answer from aspect of checklist number three that the teacher not used two types or more for once meeting to make student focus on material in a type of digital content that researcher shown.

The answer from aspect number four that teacher able to used digital content for teaching Narrative Text, ability to used digital content it affect effectiveness in teaching process. The answer from aspect number that the teacher has some preparation for teaching using digital content, it important to makes teaching process simple and contextual to more understanding by students. The answer from aspect number that students interesting with digital content, aspect make it happen based on how teacher can improve teaching process using current media to get huge of student focus about learning material. In other hands, researcher found more specific answers from an English teacher about the types of digital content that teacher used after interviewed the teacher.

b) Findings of Interview

Before interview with teacher the researcher asked permission about interview's questions, the researcher gave questions that consist of 10 questions. Based on an English teacher answer:

Researcher: What are the types of digital content that you use in teaching narrative?

*Teacher: In teaching narrative I used two types of digital content namely **power point and learning video.***

Based on teacher's answer, she used power point and learning video as media to explain the text narrative better than write in white board. Learning video and power point with Narrative Text material are to helps students increase listening, speaking, writing and reading.

Researcher: Why you choose this type for teaching Narrative Text?

Teacher: The reason why I choose these types for teaching Narrative Text is because it can increase students' motivation to learning Narrative Text

Based on teacher's answer, when teacher show Narrative Text material especially when show kinds of narrative such as fable teacher can show material with picture and sound of animal, teacher also show about legend with learning video to increase students' cognitive.

2. Steps Used Digital Content by Teacher

The answer of interview with the teacher below answering question 'how an English teacher used digital content for teaching Narrative Text.'

Researcher: What preparations did you do before starting to learn use digital content in teaching Narrative Text?

*Teacher: **In teaching Narrative Text I prepared some tools such as laptop, lcd and material about Narrative Text***

Based on teacher's answer the material that shown by tools such as laptop, lcd help students to accustom with technology and as teacher can help

education system in school follows the standard of education. In other hand the teaching process more efficient.

Researcher: How is the process of English teaching and learning for Narrative Text in class using digital content?

Teacher: **The process of English teaching and learning for Narrative Text in case using digital content there are three steps first is suggestion use digital content, second is show the material using digital content and third is giving questions for the students about learning material namely Narrative Text.**

Based on teacher's answer process using digital content carry weight with the efficiency learning process so as teacher that act as role model needs to carry out the process of using types of digital content.

Researcher: Do you think students are interested in learning Narrative Text using digital content?

Teacher: I think the students are interested in learning Narrative Text using digital contents because students can answer my direct questions after I show digital content about Narrative Text.

Based on teacher's answer students more understand in case can avoid bored with learning using digital content because the view and learning style more attractive. Teaching and learning process goes well with interest from students.

Researcher: What are the benchmarks or references that you use to find out that the student has understood the narrative material delivered using digital content?

Teacher: The benchmarks or references that I used to find out that the student has understood with narrative material delivery is if I ask some direct questions for the student and they can answer actively with the correct answer it prove that they understand about my lesson.

Based on teacher's answer student more get attention with Narrative Text material if using types of digital content, it prove they more fluently to give the correct answer when the teacher gave some questions about Narrative Text material that shown by using digital content.

Researcher: Do you think that using digital content effective in learning and teaching process?

Teacher: I think using digital content is effective in learning teaching process because it can save time longer to teach narrative in this case I don't need to write the text about narrative in the white board I only show with power point and video it doesn't need a longer time I think

Based on teacher's answer digital content saving time and digital content must accordance with the principle or rule learning content, not only show interesting digital content but also along with ways to let students readily understand the content and be able to implement in students' daily lives.

Researcher: In your opinion, what is the most significant difference you feel when teaching Narrative Text using digital content compared without using digital content?

Teacher: The most significant differenced difference I feel when teaching Narrative Text using digital content compared without using digital content is with digital content more interesting, it can also saving my time in class make my class so fun I think.

Based on teacher's answer choosing digital content be judged by teacher to help her saving time and increase innovative media for teaching Narrative Text. the successful of teaching process it be effected choosing best media for teaching suitable with the material that will show.

After interview the researcher found that an English teacher used 2 types of digital content in teaching Narrative Text, they are power point and video animation and she knew how to implement it in class. The teacher's answers from interview are to prove the observation's answer about type of digital content. In teaching using digital content the teacher select one of types of digital content which more suitable with the material content about Narrative Text.

B. Discussion

In this part the researcher discussed the result of the findings that had been found from the research in accordance with the scope of this research. The discussion in invented to know types of digital content that an English teacher used for teaching narrative and it implemented itself. The types of digital content used after joined the class then it implementation in class. Teacher used a type of digital content in once

meeting for teaching Narrative Text suitable with the material that will show using digital content.

The differences of this research with the previous research from Anselmus Apri Hariadi Thomas Triadi Wijaya (2016) "The Use of Digital Storytelling to Improve Narrative Writing Skill For 8th Grade Students of SMP Negeri 1 Yogyakarta" it focus on students' writing skill for Narrative Text while this research focus on the types of digital content and how it used for teaching Narrative Text, the implementation of these types not only for writing skill of students but also for their reading skill with using power point and video by teacher students automatic can practice their reading skill from the subtitle of Narrative Text by using power point and video.

The teacher used consist three preparation before teaching Narrative Text using digital content, they are; first is introduction use digital content, second is show the material using digital content and third is giving questions for the students. Based on the findings of the research it was found that the teacher used two types namely power point and video for teaching Narrative Text from the two types of digital content for teaching Narrative Text used by teacher it help her to make class more innovative, fun and get a huge of students motivation. Based on an English teacher statement *"The most significant differenced difference I feel when teaching Narrative Text using digital content compared without using digital content is with digital content it more interesting, it can also saving my time in class make my class so fun I*

think. " it supported by statement of Sahbaz (2012) states that students with higher learning motivation would present higher learning outcome, i.e positive correlation between learning motivation and learning outcomes.

In order, for the types of digital content for teaching narrative based on an English teacher's statement *"I think using digital content is effective in learning teaching process because it can save time more longer to teach narrative in this case I don't need to write the text about narrative in the white board I only show with power point and video it doesn't need a longer time I think"* it supported by Doris Holzberger (2013) states that regarded digital learning as delivery with digital form of media (e.g. texts or pictures) through the internet; and, the provides learning content and teaching method were to enhance learners' learning and aimed to improve teaching effectiveness or promote personal knowledge and skill. Other expert that supported types of digital content into some part he is Keane (2012) states that by comprehensively analyzing the view point of several researches, digital learning could be divided into four parts:

1. Digital teaching materials: It emphasizes that learners could learn by extracting some digital teaching material contents. The so-called digital teaching material content refers to e-books, digitalized data, or contents presented with other digital method.

2. Digital tools: it stress on learners proceeding learning activity through digital tools, such as desktop computers, notebook computers, tablet computers, and smartphones.

3. Digital delivery: It emphasizes that learners' learning activity could be delivered through the internet, e.g. intranet, internet and satellite broadcasting.

4. Autonomous learning: it focuses on learners engaging in online or offline learning activity through digital learning by themselves. It stressed on personal autonomous learning and requires the participation of learners with autonomous learning to precede learning activity.

Digital content have some types to be implement in teaching to showing digital content can help teacher and specially for students it more give attention with the material because the media was interesting as era 4.0 and the implementation of ICTs in education. The teacher should know how to used digital content for teaching especially Narrative Text because the improvement teaching method help teaching an d learning process effective, it supported by Lai (2012) states that accordingly, practical teaching strategies could be developed by combining with current teaching trend and extracting the advantages of digital learning to achieve the teaching effectiveness.

1. Types of Digital Content Used by Teacher

According to the result of data analysis there are 2 types of digital content that used in learning Narrative Text in class.

a. Power point

Based on result of this analysis research, the researcher found that an English teacher in the third grade used power point in teaching Narrative Text as implementation of ICTs in education. The researcher found that using power point more interest, easy and don't spend a lot of time to write in the white board about Narrative Text material then without using power point in teaching Narrative Text. it supported by Wahyuni (2020) states that power point provides an opportunity for user to explore their creativity, such as drawing or animation, recording sounds, text, and color. It supported by Hujair AH Sanaky (2009) states the advantages of power point are:

1. Practically usable for all sizes of the class.

2. Provide a possible face-to-face and observe response from the recipient of the messages.

3. Give the receiver the opportunity to take notes.

4. Have varying degrees of presentation techniques in various color or animation combinations.

5. Reusable

6. A complete control of the communicator can be discontinued in each sequence of learning.

7. It is healthier that using a blackboard and OHP

Kinds of Narrative Text that have shown with power point by an English teacher is fable. Fable is one of kinds of Narrative Text which is tells about story that is describe about animal character that acts like human. The structured of fable it decide to three part namely, orientation, complication, climax and resolution. Based on the explanation about fable, it is relevant if the material text shown with power point to saving time. The teaching process more innovative and get a huge students' attention with the text.

Teaching Narrative Text students should pay attention with Narrative Text which are consist with first is orientation, as an opening chapter in Narrative Text, second is complication, this trigged a series of events that affected what would happen I the story, third is climax, this step when the writer tells the reader about the respond of characters about what happen in the story, the fourth is resolution, in this part the meaning be solve and the last is moral reorientation which is the reader can learn from the story.

Based on the explanation above used digital content especially for power point it useful for an English teacher to present his material about Narrative Text because narrative text have some part to be explain, it decrease students low attention in learning Narrative Text with used digital content such as power point. It provided video, sound, text and picture which more interesting to read.

The teacher explained material and prepare the question in the power point that will direct question for students about Narrative Text. The teacher gave some tag or underline words to make students focus on the questions. Teacher tested

students comprehending about the text shown in power point with LCD and Laptop.

Based on results of this analysis, the researcher found that type digital content that used by an English teacher are power point and video animation, with using power point more interactive and innovative learning media in class especially learning Narrative Text for students. Based on the observation and interview by researcher, the teacher stated some many answer. From the result of teacher's answers, the researcher concluded that there are some 2 types of digital content that teacher used in teaching Narrative Text in SMAN 1 Selayar.

After that, there are three analysis components of the data analysis according to Miles and Huberman (1992), namely data reduction, data display, conclusion drawing. First is data reduction, in this reduction process the researcher would collect all information that has any correlation with teaching Narrative Text for implementation of ICTs especially digital content in education. The second is display the data, in this component the data is grouping more specific, the researcher was focus on the data of types of digital content that teacher uses in teaching Narrative Text and how it uses in teaching process. The last component is conclusion the data. In the last process of data analysis researcher found the types of digital content that teacher uses in teaching Narrative Text and how it uses in teaching process.

b. Video

Based on result of this analysis, the researcher found that an English teacher in the third grade used video such as animation video in teaching Narrative Text using digital content as implementation of ICTs in education.

The researcher found that using video more get huge attention because video has picture it helps decrease students low attention about Narrative Text, as we know that Narrative Text needs attention to read the text or answer the question about that, not only has a pictures but has sound, in addition animation video so suitable with narrative because narrative tells story about the pass and video especially animation video doesn't spend a lot of time to write in the white board about Narrative Text material then without video in teaching Narrative Text. It supported by Arsyad and friends (2004) states that videos is a series of sound-studded motion pictures that form a unified channel into a channel, with messages inside for detailed learning process stored in a media tape or disk.

In class the kinds of Narrative Text that an English teacher used is legend. Teacher show the text with video animation that consist with the subtitle that makes students easier read the text which text provide sound and video animation, in shown the text teacher gave three times for students to repeat the video and gave some question for students about text that have been shown.

Based on results of this analysis, the researcher found that types digital content that used by an English teacher are power point and video animation, with using video more get attention from students and innovative learning media in

class especially learning Narrative Text for students. Based on the observation and interview by researcher to an English teacher in the third grade of SMAN 1 Selayar, the teacher stated some many answers. From the result of teacher's answers, the researcher concluded that there are some 2 types of digital content that teacher used in teaching Narrative Text in SMAN 1 Selayar.

2. Steps Using Power Point and Video by Teacher

   a. Steps Using Power Point in Class

   Based on the result of an English teacher's answer is teaching process more effective and easier when used power point in teaching Narrative Text in class not only for teacher itself but students also more interesting and attractive in learning with power point that have been shown in front of class. Based on an English teacher's answer

   b. Steps Using Video

   Based on the result of an English teacher's answer is learning process more effective when used video in teaching Narrative Text in class because students more attention if teacher shown some material with using video.

   Teacher: Yes it so effective if using video in class because students gives more attention about material video then text in book.

   Based on the findings of the research it was found that an English teacher in SMAN 1 Selayar used 2 types of digital content for teaching Narrative Text as implemented ICTs in education they are: power point and

video. Based on teacher's statement "Because these types make learning process more effective and it interesting for student to learning Narrative Text."

CHAPTER V

CONCLUCTION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion summarizes the result of the research based on the research problem.

A. Conclusion

Based on the findings and discussion of this research, the researcher concludes that an English teacher used two types they are; power point and video for teaching narrative as a current implementation of ICTs in education. These types not only help an English teacher but also it help students to not boring in learning process about Narrative Text. Based on an English teacher's answer, the teacher said that teaching process more innovative and saving time.

An English teacher showing power point and video so good and before showing material about Narrative Text with using digital content an English teacher in the third grade of SMAN 1 Selayar has some preparations namely firstly, suggestion use digital content. Secondly, is show the material using digital content and third, giving questions for the students about learning material namely Narrative Text.

In conducting this research, teacher used two types suitable with the kinds of the Narrative Text it to helps teacher easier and innovative for

teaching Narrative Text in classroom. Based on teacher's answer that used power point and video for teaching helps increase students' motivation and interest. Narrative Text shows some paragraph to must be understanding by student, with using some types of digital content it decrease low understanding about Narrative Text by students.

In the first meeting, teacher shows legend story with using video with subtitle to help teacher explained the text. The process teaching learning about Narrative Text ran well. After shows the content the teacher asked direct question about Narrative Text and students can answer clearly, for students that cannot answer teacher repeat the explanation and the video to make sure students understanding about the material with using digital content.

In the third meeting teacher explained about the partsof Narrative Text with using power point. Based on teacher's answer from interview session teacher don't need to write the material in the white board with using power point. Not only made teacher easier but the material of Narrative Text more innovative with picture, sound and video. In the next meeting teacher using power point to teach about fable, teacher write the important part of the material in slide and provide video about fable, based on teacher's answer that students more understand the material of Narrative Text with using digital content that without using it.

B. Suggestion

Considering the result of this research, the researcher offers some suggestion as follows:

1. For the teacher when showing digital content with power point or learning video must using speaker to make students can listen the conversation in the video, makesure the sounds system when using video for teaching Narrative Text.

2. For the future researcher who interested in conducting similar research, this research can be used as the reference for them to support their research. It is also suggested that others researchers are expected to take the larger sample in their research because the sample of this research is 1 English teacher. She is also suggested to conduct their research in a longer time in order to get more valid and more reliable data.

3. The objective of this research was limited only to find out the types of digital content that teacher used for teaching Narrative Text and how it used in class. Therefore, it is expected that the limitation of this research will encourage other researchers who wish to carry out similar research to investigate more about it.

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APPENDICES

Appendix A (Observation for the teacher)

Teacher's name : Nur Mayani R, S., Pd.

No.	Question/Pertanyaan	Yes/Ya	No/Tidak
1	Does teacher know about digital content?	✓	
2	Does teacher know about types of digital content?	✓	
3	Does teacher using digital content in teaching Narrative Text?	✓	
4	Does teacher uses some types of digital content for teaching Narrative Text in once meeting?		✓
4	Are students interesting when learning by using	✓	

	digital content?		
5	Is digital content effectively used in teaching and learning for Narrative Text?	✓	
6	Does teacher able to use digital content in teaching Narrative Text?	✓	
7	Does teacher have some preparation before teaching using digital content?	✓	

Source : has been modified from Thesis by Septiana (2021).

Developed by researcher (September, 2021)

Appendix B (Interview for teacher)

No.	Pertanyaan (Question)	Hasil Wawancara dari Seorang Guru Bahasa Inggris Kelas 12 (Interview Result from an English teacher in the third grade)
1.	Do you using ICT in teaching and learning process? (Apakah Anda menggunakan ICT dalam proses pembelajaran?)	Yes I used ICT in teaching and learning process
2.	What do you think about digital content? (Apa pendapat Anda tentang digital content?)	In my opinion digital content is very useful for students to know english material easly
3.	What are the types of digital content that you use in teaching narrative? (Jenis digital content seperti apa yang anda gunakan dalam pengajaran di kelas?)	In teaching narrative I use two types of digital content namely power point and learning video
4.	Why you choose this type for teaching narrative trext? (kenapa anda memilih jenis ini dalam pengajaran Narrative Text?)	The reason why I choose these types for teaching Narrative Text is because it can increase students' motivation to learning Narrative Text
5.	What preparations did you do before starting to learn use digital content in teaching Narrative Text? (Apa persiapan yang anda lakukan sebelum memulai pembelajaran menggunakan digital content dalam	In teaching Narrative Text I prepared some tools such as laptop, lcd and material about Narrative Text

		pengajaran Narrative Text?)	
	6.	How is the process of English teaching and learning for Narrative Text in class using digital content? (Bagaimana proses belajar mengajar bahasa Inggris untuk teks naratif di kelas menggunakan digital content?)	The process of English teaching and learning for Narrative Text in case using digital content consist 3 steps first is introduction use digital content, second is show the material using digital content and third is giving questions for the students about learning material namely Narrative Text.
	7.	Do you think students are interested in learning Narrative Text using digital content? (Menurut anda apakah siswa tertarik belajar Narrative Text menggunakan content digital?)	I think the students are interested in learning Narrative Text using digital contents because students can answer my direct questions after I show digital content about Narrative Text.
	8.	What are the benchmarks or references that you use to find out that the student has understood the narrative material delivered using digital content?(Apa tolok ukur atau acuan yang bapak/ibu gunakan untuk mengetahui bahwa siswa tersebut sudah memahami materi	The benchmarks or references that I used to find out that the student has understood narrative material delivery is if I ask some direct questions for the student and they can answer actively with the correct answer it

	narrative yang disampaikan menggunakan digital content?)	prove that they understand about my lesson.
9.	Do you think that using digital content effective in learning ang teaching process?(Apakah menurut Anda menggunakan content digital effective dalam pembelajaran?	I think using digital content is effective in learning teaching process because it can save time more longer to teach narrative in this case I don't need to write the text about narrative in the white board I only show with power point and video it doesn't need a longer time I think
10	In your opinion, what is the most significant difference you feel when teaching Narrative Text using digital content compared without using digital content? (Menurut anda pribadi apa perbedaan paling significant yang dirasakan ketika mengajar Narrative Text menggunakan digital content dibandingkan dengan tidak menggunakan digital content?)	The most significant differenced difference I feel when teaching Narrative Text using digital content compared without using digital content is with digital content more interesting, it can also saving my time in class make my class so fun I think.

Source : has been modified from Thesis by Septiana (2021).

Developed by researcher (September, 2021)

Appendix C

Teacher's Interview Recording

https:/voca.ro 14hKK0Ulv1TQ

Appendix D (Documentation)

Teacher showing power point
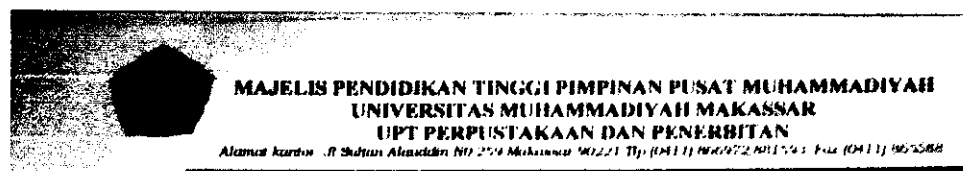

Teacher show video learning

Students' attention with the material

Students' attention with the video

Appendix E(Turnitin Certificate)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin NO 259 Makassar 90221 Tlp (0411) 866972/881593 Fax (0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Wa Purnamasari
NIM   : 105351115317
Program Studi   : Pendidikan Bahasa Inggris

Dengan nilai

No	Bab	nilai
1	Bab 1	
2	Bab 2	
3	Bab 3	
4	Bab 4	
5	Bab 5	

Dinyatakan telah lulus cek plagiasi dari UPT Perpustakaan
Universitas Muhammadiyah Makassar.

Demikian surat keterangan ini diberikan untuk digunakan
seperlunya.

Nurmah, S.Hum
NBM 94355

Appendix F

a. Research permit (LP3M Unismuh Makassar)

Nomor : 5269/05/C.4-VIII/XII/43/2021
Lamp. : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

11 Jumadil awal 1443 H
15 December 2021 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –
    Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 7974/FKIP-A.4-II/XI/1443/2021 tanggal 15 Desember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **AYU PURNAMASARI**
No. Stambuk : 10535 1115317
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Analysis of Digital Content for Teaching Narrative Text as a Current Implementation of ICTS in Education at Third Grade of SMAN 1 Selayar"

Yang akan dilaksanakan dari tanggal 22 Desember 2021 s.d 22 Februari 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

12-21

b. Research permit (UPT P2T BKPMD Prov. Sul-sel)

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : **24525/S.01/PTSP/2021**
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 5269/05/C.4-VIII/XII/40/2021 tanggal 15 Desember 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : AYU PURNAMASARI
Nomor Pokok : 105351115317
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" AN ANALYSIS OF DIGITAL CONTENT FOR TEACHING NARRATIVE TEXT AS A CURRENT IMPLEMENTATIONS OF ICTS IN EDUCATION AT THE THIRD GRADE OF SMAN 1 SELAYAR "

Yang akan dilaksanakan dari : Tgl. **20 Desember 2021 s/d 20 Januari 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 17 Desember 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Ir. H. DENNY IRAWAN SAARDI, M.Si
Pangkat : Pembina Utama Madya
Nip : 19620624 199303 1 003

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SIMAP PTSP 17-12-2021

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

c. Research permit (Cabang Dinas Pendidikan Wilayah VI)

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VI
Alamat : Jalan Poros Bandara Aroeppala No.87 Matalalang Kab. Kepulauan Selayar Prov. Sul-Sel Kode Pos 92812
E-mail: uptselayar@gmail.com

Matalalang, 24 Desember 2021

Nomor : 800/774-CD.WIL.VI/XII/TU/2021
Lamp. : -
Perihal : Izin Penelitian

Kepada :
Yth. Kepala UPT SMAN 1 Selayar
Di -
Tempat

Mendasari Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 24525/S.01/PTSP/2021 Tanggal 17 Desember 2021 Perihal Izin Penelitian.

Sehubungan hal tersebut, maka diharapkan Ibu Kepala UPT SMAN 1 Selayar agar kiranya memberikan izin An **Ayu Purnamasari**, NIM **105351115317** untuk melakukan penelitian di Sekolah Ibu dalam rangka penyusunan Skripsi dengan judul "*An Analysis of Digital Content for Teaching Narrative Text as A Current Implementation of ICTS in Education at the Third Grade of SMAN 1 Selayar*" yang dilaksanakan pada 20 Desember 2021 s.d. 20 Januari 2022.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Cabang,

USMAN, S.Pd., M.M.
Pangkat : Pembina Tk. I
NIP. 19730817 199603 1 003

Tembusan :
1. Kepala Dinas Pendidikan Prov. Sul-Sel (sebagai laporan) di Makassar
2. Arsip.

Appendix G (Surat Keterangan Telah Meneliti)

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 SELAYAR
Kemin No. 04, Telp. (0414) 21093, KP. 92812, Benteng Kep. Selayar
e-mail : smansa.benteng.selayar@gmail.com
website : www.sman1benteng.sch.id

S U R A T   K E T E R A N G A N
Nomor: 800/016/I /TU/2022/UPTSMAN1 Sly

Yang bertanda tangan di bawah ini:

Nama   : **Dra.Hj.Basse Salma, M.Si**
NIP   : 19640805 198903 2 015
Pangkat/ Gol   : Pembina Utama Muda IV/c
Jabatan   : Plt. Kepala UPT. SMAN 1 Selayar

Menerangkan bahwa:

Nama   : **AYU PURNAMASARI**
NIM   : 10531115317
Fakultas   : Ilmu Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa Inggris
Pekerjaan   : Mahasiswa UNISMUH Makassar
Alamat   : Jl. Malengkeri Makassar

Telah melakukan penelitian pada UPT.SMAN 1 Selayar mulai bulan 20 Desember – 28 Januari 2022 dalam rangka Penyusunan skripsi yang berjudul: " *An Analysis Of Digital Content For Teaching Narrtive Text as a current Implementations of ICTS In Education At The Third Grade of SMAN 1 Selayar* Berdasarkan surat izin dari Universitas Muhammadiyah Makassar (UNISMUH) dengan Nomor: 5269/05/C4/XII/43/ 2021 tanggal 15 Desember 2021.

Demikian surat keterangan penelitian ini, diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Benteng,28 Januari 2022
Plh. Kepala UPT.SMAN 1 Selayar

Dra. Hj. Basse Salma, M.Si
NIP.19640805 198903 2 015
SK.Plt.No:800/1329-sekret.2/Disdik
Tanggal 21 Desember 2020

Appendix H (Research Control Card)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســم اللـه الرحمـن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ayu Purnamasari
NIM : 105351115317
Judul Penelitian : An Analysis of Digital Content For Teaching Narrative Text as a Current Implementation of ICTs In Education at the Third Grade of SMAN 1 Selayar.
Tanggal Ujian Proposal : 4 December 2021
Tempat/Lokasi Penelitian : SMAN 1 Selayar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu / 22 December 21	Izin Penelitian	Nur Mayani, R. S.Pd	
2	Rabu / 12 Januari 22	Observasi	Nur Mayani, R. S.Pd	
3	Rabu / 19 Januari 22	Observasi	Nur Mayani, R. S.Pd	
4	Jumat / 21 Januari 22	Observasi	Nur Mayani, R. S.Pd	
5	Rabu / 25 Januari 22	Interview	Nur Mayani, S.Pd	
6	Jumat / 28 Januari 22	Surat telah meneliti	Nur Mayani, R. S.Pd	

7				
8				
9				
10				

Benteng, 28 Januari 2022

Mengetahui,

Ketua Program Studi
FKIP Unismuh Makassar

DR. Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977 807

Pimpinan/Kepala sekolah/Instansi

Dra. Hj. Basse Salma, M.Si.
NIP/ID 196408051989032015

CURRICULUM VITAE

The researcher, Ayu Purnamasari was born on June 27th, 1999 in Benteng. She was the second child from the marriage of Muslim & Rachmawati. She has one brother. She began her study at SDN Tabang and graduated in 2011. Then, she continued her education at SMP Negeri 2 Benteng Selayar and graduated in 2014. Afterwards, she continued her study at SMA Negeri 1 Benteng Selayar and graduated in 2017. In year 2017, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Then she study in Muhammadiyah University of Makassar. And, the end of her study, she could finish her thesis by the title An Analysis of Digital Content for Teaching Narrative Text as a Current Implementations of ICTS in Education at the Third Grade of SMAN 1 Selayar.