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

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Article Info	Abstract
	The purpose of this thesis was 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 observe 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; first, 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.

INTRODUCTION

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

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. This 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 will 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 much 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 implement 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 will give negative effect for their reading comprehension. Therefore, types and implementation of digital content for teaching narrative text make teaching and learning process will 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 will focus to analysis types of digital content that teacher uses and it implementation for teaching narrative text in the third grade of SMAN 1 Selayar.

LITERATURE REVIEW

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

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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. 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 selfcreated 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

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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.

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 EGeneration 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, 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.

RESEARCH METHOD

The researcher employed an observational research design and interviews in this study. Because the results can be seen the types of digital content that an English teacher used and how teacher used for teaching narrative text in the third grade of SMAN 1 Selayar. 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

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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.

RESULT AND DISCUSSION

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.

TABLE 1 OBSERVATION CHECKLIST

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.

2. **Interview Section**
   a. 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.
   b. 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

1) Steps Used Digital Content by Teacher
   a. 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*
   b. 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*
   c. 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.*
   d. 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.*
   e. 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*

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f. 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.

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

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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

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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

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 soundstudded motion pictures that form a unified channel into a channel, with messages inside for detailed learning process stored in a media tape or disk.

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.

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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.

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