

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading is a part of language that is very important because by reading we can get information and knowledge. In relation to this idea, Palani (2012:5) said, “Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society”.

Moreover, reading is closely related with other subjects. Many sources or materials are presented in written or printed such as handbook or handout. So, the students have to be able to interpret those materials by their reading skill.

Therefore, all of the students who are studying English as a foreign language have to master reading skill. According to Patel & Jain (113:2008) reading means to understand the meaning of printed words that is written symbols. Reading is an active process which consists of recognition and comprehension skill. Similar definition stated by Connors-Tadros (2:2014) reading is commonly defined as the ability to read and interpret meaning from varied texts.

Based on the research experience, reading is one of the difficult skill to master because it is complex to learn. The students have to master not only vocabulary,

grammar but also its content such as word comprehension and sentence comprehension. In reading text, students often find some difficult word that they do not know its meaning. Before they translate the word, they must know or understand through comprehension so that they can describe their idea or can give conclusion from English reading text through their comprehension.

From the result of preliminary study by interviewing the English teacher and class observation of senior high school at SMAN 1 Asembagus, it was known that the students still had some problem dealing with their reading comprehension. The English teacher said that it took a long time for students to comprehend the text, they tend to read word by word and also they did not know what they have read. It was known that the KKM is 75. In that class, the student who achieved the standard score was 25 %. Beside that, the English teacher said that the students' active performance in teaching learning process of reading was still low. It was shown by the students did not enjoy to read English text because in teaching reading, the teacher only use text book. So that, it makes the class boring.

Therefore, teaching English need a good media and the teacher should be creative to make students interest with the learning because it can give impact for students. The teacher can use one of media such as video to make students easier learn reading text especially narrative text. According Chalifah (2014) Using video as media in teaching reading can increase students' attention so they can be motivated and interested to learn reading text

Based on the problem above, the researcher wanted to overcome this problem by using media to make students understand the whole of the sentences and what they have read. So that, the researcher tries to apply a strategy in teaching reading

comprehension through video. As a result of the research by Gusparia (2014) The animation video can be employed to teach other topics or text types and other language skills. His research is applied to improve writing skill, whereas this research will be applied for reading skill.

Based on the explanation, this research is conducted a research under the title: “Enhancing students’ reading comprehension through video of the tenth grade students at SMAN 1 Asembagus in the 2017/2018 academic year”.

1.2 Problem of the Research

How can the use of video improve reading comprehension of the tenth grade students at SMAN 1 Asembagus in the 2017/2018 academic year?

1.3 Objectives of the Research

To find out how the use of video can improve students’ reading skill.

1.4 Operational Definition of Terms

An operational definition will guide the readers to understand the terms used in the title. It enable to get mutual understanding of the term between the researcher and the reader. The term that are necessary to be defined operationally in this research is animation video.

1.4.1 Animation Video

The animation video provides one of the stories of narrative text with colourful images, moving pictures, and script. This animation video is one of media in reading comprehension to help increasing students’ attention, so they can be motivated to learn narrative text. Watching animation video about story of narrative text, make students were interested to learn narrative text. When the

students are able to comprehend narrative text, it is expected that they will have a good understanding of narrative text.

1.4.2 Reading Comprehension

Reading is the comprehension to read the text, and understand its meaning. The term of the students reading comprehension in this research refers to students' ability in the form of reading test to comprehend the word, sentences, and generic structure.

1.5 Significances of the Research

1.5.1 Theoretical Significance

Theoretically the result of this research is hopefully useful for the English teacher to give an alternative way to teaching reading in more interesting and challenging way, in order to improve students' reading skill.

1.5.2 Practical Significance

Practically, the result of the research can be used as teacher guidance, which is useful to improve the system and method in teaching and learning process. For the students, hopefully it gives an experience and practice in learning reading through animation video to improve their reading skill.

1.6 Scope of the Research

The scope of the research are subject and object. The subject in this research is the tenth grade SMAN 1 Asembagus in the 2017/2018 academic year. Object this research is limited students' reading comprehension by using animation video.