

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objectives of study, hypothesis, significance of this study, scope of the study, and definition of key terms.

A. Background of the Study

According to Sigit (2015) says that reading is one of the four skills or abilities in a language. Reading is an activity performed by someone to obtain information, knowledge, and insight that was previously unknown to the reader. Reading is a basic element for someone to have a deeper understanding because by reading someone, that person will increase their knowledge and insight. The objective of reading is to strengthen and improve the reader's intellectuality. For someone who is highly educated, reading is an activity that is easy to do but not as easy as we see and imagine the process. In the reading process, it is necessary to study a series of terms that will be transformed into an expression of a statement that will become information for the reader (Jeff, 2010). The interpretation of a read textual content, on the other hand, is based on intangible and many cognitive procedures. Furthermore, all of the systems work together at lightning-fast speeds.

According to Aripova (2020) says that reading is a skill that plays an important role in learning. Reading is a continuous process between a text, context, and readers when faced with a reading text. Readers are the most important element. This is because it is the reader who gives meaning to the reading text. One effort that can be made to increase insight and knowledge is reading. Reading is one of

the efforts of someone to enrich their vocabulary, and the main thing is to create a comfortable reading atmosphere so that reading activities can run smoothly without any obstacles. The purpose of reading must be created based on what the reader already knows, and then related to something that needs to be found in a text.

According to Zwiars (2010) says that comprehension is an individual process that is more difficult to assess than many decision-makers. It is difficult to enter a reader's mind and precisely "measure" the quality, speed, and durability of the many connections and processes that take place throughout his or her encounter with text. Reading comprehension is a sequence of behaviors or processes that readers engage in to develop knowledge of what they have read in order to meet their information needs (Susilo, 2015). Furthermore, reading comprehension can be defined as a set of tasks read to know and grasp what is unknown and not yet understood. Reading comprehension is the process of comprehending the core of a text that we read . The ideas present in any text are referred to as the core.

According to Irawan (2021) says that reading comprehension is the process of obtaining language from written material, in which the writer attempts to extract information and messages from what they read. Thus, it can be inferred that reading comprehension is the act of comprehending the text as well as the summary and written material. Readers must utilize a number of skill, such as drawing conclusions, identifying important concepts, and recognizing the intricacies of the options. As a result, without the proper plan, learning objectives are difficult to achieve. Reading comprehension is defined as reading English literature with the goal of getting a deep and full knowledge. As a result, acquiring and improving Reading comprehension necessitates the greatest of work. Reading comprehension

is frequently seen in English tests, both at school and for college admission. Reading comprehension is also frequently included in English examinations such as the TOEFL, IELTS, and TOEIC. Additionally, some firms, particularly those on a worldwide scale, incorporate English Reading comprehension as one of their entry examinations.

According to Yulianingsih (2017) says that teaching is the action of arranging or regulating the environment as well as connecting it with the students in order for the learning process to take place. A condition or event in which the instructor transfers information to students is characterized as teaching. Teaching is the process of directing how students study. Teaching entails arranging and developing conditions in students' environments that allow them to carry out activities of study. Teaching is an activity that involves arranging or controlling the environment as well as linking it with students so that a learning process may take place. It can also be defined as an endeavor to establish conditions that are conducive to continuing learning activities for each student.

According to Bakhrudin (2021) says that teaching is an activity performed by teachers. Teaching is the activity of transferring information, skills, and ideas to students in order for them to learn. Teaching is the process of passing on information and skills. The definition of teaching can have potentially positive and negative effects. If an educator delivers information to students who understand this knowledge, the teacher's work in teaching may be regarded as excellent or implicated positively. However, while interacting about the topic, it is simply performance; the main thing is that content is given, regardless of knowledge and

student preparation; otherwise, teaching might be poor or have negative connotations.

Teaching activities include many components and actions that must be considered before being carried out, not merely the transmission of information by educators to educated participants (Huda, 2011). Teaching is not an easy task, especially in the current modern era, where every student's potential must be realized. Teachers have a responsibility to increase students' enthusiasm for knowledge, widen and develop their scientific horizons, and prepare them to respond to new problems and ideas in the future. Teaching is a business that involves organizing the environment and interacting with students in order to establish excellent learning circumstances. Some of these definitions imply that educators must be actively and intentionally prepared and serious when instructing. Teaching respect things will produce intelligent people who have conscience.

From some of the descriptions above, it can be concluded that teaching reading comprehension is a strategy used by teachers to help students achieve reading comprehension in a text. A teacher can help students comprehend material by using reading comprehension strategies. From some of the descriptions, reading comprehension has a significant impact on students' capacity to retain content while studying and can help students develop other skill through reading. Reading comprehension helps students by assisting them in learning more effectively, improving their learning accomplishments, and improving understanding and other skill that may be obtained via reading. Reading comprehension improves students' skill by allowing them to study more effectively, enhance their learning accomplishments, and improve understanding and other skill that may be obtained

via reading. The capacity to read with comprehension is critical to a student's achievement in the educational process.

There are four aspects that are regarded as difficulties that students have in teaching reading comprehension : First identifying the main idea. The key concept of discovering the main idea is an explanation that provides information about the issue. Second knowledge of Vocabulary. When students read a portion of the text by implication, they learn more about the terminology. Third illustrating Conclusions. Students must grasp a text in order to draw conclusions from explanations in the text while forming inferences. Fourth there are understudies must find specific data or ideas mentioned in the material (Badriyah, 2020).

In finding main ideas, students had some difficulties: The first is low motivation in reading. The second is inadequate vocabulary understanding. The third is lengthy sentences. The fourth is bad reading technique in the text. The fifth is difficulty in grammatical reading. Sixth, poor knowledge of each paragraph in the reading (Nurjanah, 2018). The findings revealed that students had difficulty discovering important ideas in the text because they could not understand the meaning of the primary concept and there were many challenging terms. According to the findings of this study, one of the major issues that students experience in reading comprehension is a lack of vocabulary. This demonstrates the importance of overcoming the difficulty of understanding.

Some challenges in teaching reading comprehension include: The first students are not interested in learning english. The second is that some students are noisy in the classroom. The third is poor motivation by students in reading. The fourth is a lack of teaching materials for studying in the class. The fifth is limited

vocabulary in english. And the sixth parent lacks enthusiasm for giving motivation (Nurhamidah, 2018).

Student's difficulties in teaching reading comprehension demonstrate that reading comprehension is a difficult skill for students learning foreign languages. The lack of student interest in reading is because English is the foreign language in Indonesia, as well as poor pronunciation and a restricted vocabulary all of which have a significant impact on the process of teaching reading comprehension. Understanding students' issues enables teachers to assist students in developing effective learning techniques. Only delivers reading learning material through the lecture technique and text reading with no additional exciting methods for students to learn cause to lose interest in the teaching and also bore them since they feel the learning is too boring.

According to Furoidah (2009 in Rahmayanti, et al., 2018), states that animated video learning media is a learning media that contains a collection of images that produce images and is equipped with audio so that it feels alive and saves learning messages. Animated video media can be used as a learning tool that is ready to be used at any time to convey certain learning objectives.

An animated video is a collection of images that are edited to produce movement. Animated videos are collections of images that have objects in the form of writing, animal images, plant images, natural scenes, humans, and so on. From a collection of images various objects are edited until they become movements according to the flow of time (Sari, 2021).

Animated videos can be used as learning media in English teaching materials. This media can help students to focus more and more easily accept the

material by the learning objectives. The use of animated video in the learning process can be equated, students can see and hear through the same video and receive the same information. This animated video can also save time and effort, in english teaching materials, especially reading comprehension. The teacher does not need to prepare concrete objects because this animated video is a medium for distributing learning material.

MAN 2 Kediri students have difficulties when studying and trying to improve their reading comprehension skills. Students' reading skills decline due to the challenges they face. English is a foreign language which makes them feel pressured to comprehend in reading. The noisy classroom atmosphere makes it difficult for students to concentrate on comprehend the reading. Many students feel bored and fall asleep when practicing reading comprehension. This happens because of students' limited vocabulary in English. This causes students to have difficulty understanding complex words or phrases, recognizing terms in a reading, drawing conclusions, identifying the meaning of a concept in a reading, and also identifying a specific fact in a reading. Not only that, the lack of use of interesting media in teaching reading comprehension has an impact on their reading comprehension scores being less than satisfactory and also makes them less enthusiastic about learning. Animated videos might make students enthusiastic and interested in learning reading comprehension so that they don't get bored quickly. Therefore, researchers tried to use animated videos to determine their effectiveness in improving the reading comprehension skills of tenth grade students at MAN 2 Kediri using animated videos with narrative text themes.

Therefore, the researcher is very enthusiastic to investigate the effectiveness of animated video in teaching reading comprehension for the tenth grade students of MAN 2 KEDIRI. From the results of the analysis, the researcher will know the final result of the effectiveness of animated videos for teaching English reading comprehension.

Numerous previous research studies provide support for this findings. A journal article written by certain researchers is research that is pertinent to this study and can support the information provided above. Each of them differs from this research and has certain similarities. They can be used as studies as a resource to finish their research. The first research was conducted by Qurrotaini (2020). This aim of this study was to determine the effectiveness of using Powtoon animation in online learning. The results of this research show that the animated Powtoon video media is effective as an alternative learning media used in distance learning. In this study researchers used descriptive qualitative research methods. There are similarities and differences between previous study and this research. The similarities between these two of study are media used. And the difference from between these two of study are research question, place and subject of research, research method, research design, and skill.

The second study was conducted by Ariani (2021), The aim of this study was to expose development process and describe the feasibility of animated videos media to improve children's listening skills. The results of this study show animated videos is feasible to continue the effectiveness test in improving children's listening skills. Thus, it can be said that the animated videos media is really worth using to support learning in improving listening skills of early childhood. In this study the

researcher used Research and Development (R&D). There are similarities and differences between previous study and this research. The similarities between these two of study are media used. And the difference from between these two of study are research question, place and subject of research, research method, research design, and skill.

The third study was conducted by Bua (2022). The aim of this study was to describe the effectiveness of animated media on students' early reading skills in elementary school. The results of this study show Animation media is very effective in learning, especially in students' beginning reading skills elementary school. In this study the researcher used qualitative descriptive. There are similarities and differences between previous study and this research. The similarities between these two of study are media used and skill. And the difference from between these two of study are research question, place and subject of research, research method, and research design.

The following are the advantages of animated video material for improving reading comprehension: The first animated videos provide visual images to students. The second animated videos can help students understand the material presented by the teacher during learning. The third animated videos can help students understand foreign languages just by seeing and hearing the animated videos when after watching the animated videos, students can easily understand the material. The fourth animated videos can motivate and make students enthusiastic about learning English. The fifth animated videos can explain material that students consider difficult. Because students have been stimulated by an easy and fun way

of learning, they will have a great desire to learn English due to the use of animated videos to develop their motivation to learn English (Dewi, 2021).

Some previous study has been conducted in this area, and the findings show that the use of animated videos can improve students' comprehension skill in learning. Therefore researcher tries to compare the use of animated videos and printed book when teaching reading comprehension, and to identify how the difference between the two types of media in students' reading comprehension and learn simple past especially narrative text. The researcher chose the title "The Effectiveness of Animated Video in Teaching Reading Comprehension For The Tenth Grade Students of MAN 2 Kediri".

B. Research Problem

Based on the explanation of the research background above, the researcher formulates the problem which is, "Is animated video effective in teaching reading comprehension for the tenth grade students of MAN 2 Kediri?".

C. Objective of Study

Based on the research problem above, the objective of this study is to find out the effectiveness of animated videos in teaching reading comprehension for the tenth grade students of MAN 2 Kediri.

D. Hypothesis

Researcher the research states the hypothesis to make the purpose of this study clear. The researcher's hypothesis are :

H_a : There is significant difference on reading comprehension skills between students through by using animated videos and the student through by using printed book.

H_0 : There is no significant difference on reading comprehension skills between students through by using animated videos and the student through by using printed book.

E. Scope of the Study

Based on the background and problem formulation above, this research is focused to investigate the effectiveness of animated videos in teaching reading comprehension at tenth grade MAN 2 Kediri. The study was limited to tenth grade students in MAN 2 Kediri.

F. Definition of Key Terms

1. Reading

Reading It's one of the four main language skills alongside listening, speaking and writing. Reading is the process of entering and exploring the world presented in a story or other reading. Reading involves interaction between the reader and the writer in constructing meaning and understanding the story and information presented.

2. Reading Comprehension

Reading comprehension is the skill to comprehend written content, understand its meaning, and integrate it with what the reader already knows. Reading comprehension is based on two interconnected skill: word reading and language comprehension.

3. Teaching Reading Comprehension

Teaching reading comprehension is a strategy used by educators to help students achieve reading comprehension in a text. Using reading comprehension tactics, a teacher can assist pupils in comprehending content.

Reading comprehension, according to some of the descriptions, has a substantial influence on students' skill to retain knowledge while studying and can assist students acquire other talents through reading.

4. Animated video

Animated Video is one of the media learning that is proposed by the writer for teaching listening. It aims to make the teaching learning process becomes more enjoyable and avoids students from getting bored. The writer will explain more about animated videos including its definition, advantages, and disadvantages as a medium in the teaching and learning process.

5. Narrative Text

Narrative text is a type of text that tells a story or event in a certain time sequence. This text usually has elements such as characters, setting, plot, conflict, and resolution. The main purpose of narrative text is to entertain readers or listeners by telling an interesting story. Narrative texts can be found in various forms, including short stories, novels, fairy tales, legends, myths, and many more. The language style and story structure can vary depending on the type and purpose of the story being told.

6. Printed Book

Printed book are actual books since they are made of paper pages or sheets bound together inside a cover. In other words, a printed book is a substantial, published work of literature. The exact arrangement of a printed book is referred to as the "book's layout." A front cover, a back cover, and body copy, or content pages, make up the basic layout.