

CHAPTER I

INTRODUCTION

This chapter discusses the research background, the research problem, the question of research, the purpose of study, the significances of research, research framework, hypothesis, and the previous research

A. Background

The research is expected to analyze the process of reading narrative texts using Augmented Reality books in Indonesian junior high school, and the students' responses. This study is essential to describe how learning to read narrative texts using Augmented Reality books influence Indonesian junior high school students' reading comprehension. This study also gets to know the students' responses to using the books with Augmented Reality supports.

In learning a language, one of the important skills is reading. Reading can inform the readers about the information or knowledge of what they have read, help them learn other skills, and improve their knowledge in the academic field (Alsowat, 2017). According to Kartika (2017), the reading is an extraordinary achievement when considering the number of levels and components. Reading is essential for social and educational advancement. Reading skill is the most significant ability at the end of students' language study. It can help students to get all the information if they understand what they read.

According to Grellet (1999) in Masitoh (2017) reading comprehension is the understanding of the written text to obtain the necessary information from the text as efficiently as possible. Grellet (1999) emphasized the importance of getting the information needed in reading. This is the ability to read the written language and understanding its meaning. However, reading comprehension seems to be difficult for some students since it involves their knowledge and ability to comprehend the text.

Indonesian EFL students might find difficulties in comprehending the English text. Low mastery of vocabularies, less interest of reading, and less attractive books, are the reasons why students have difficulty comprehending the text (Pustita, 2017). For some of Indonesian EFL students, reading texts in EFL context may give them challenges. Therefore, EFL students find it boring and struggling experience (Farrel, 2009 in Namjoo & Marzban, 2014).

Based on the preliminary observation, many students in MTs Amal Sholeh Sukamaju, face some obstacles related to learning English. Generally, their problems while learning to read are (1) students were lazy to read, especially if the text is long. Most of the students prefer interesting text to read, which has images, and is short, and trendy. (2) Students have low reading motivation; (3) students get difficulty comprehending text; (4) the teaching activities focus on sourcebooks and fewer variation of learning media. According to the observation, the students always bring a smartphone to school.

In the 21st era, printed material is no longer a limitation for reading. Students do the study of reading using the different style from earlier generations, although still using the same set of reading skills and strategies (Palvey and Gasser, 2008 in Ng & Graham, 2017). In this case, the development of technology has contributed to the field of education in the reading practices, bringing the concept of technology-enhanced learning (Tulgar, 2019). With the changing in reading practices, there are many challenging issues where students are now combining print-based materials and online, such as the readers need to be critical readers who are able to seek, evaluate, and build the interpretation of the material they read online (Ng & Graham, 2017). It is a novel form of technology that combines online and printed text grounded on the computer, mobile technologies, and application. Augmented Reality (AR) has also been involved in education, especially in learning to read.

Augmented Reality allows virtual and real objects to exist together in the place and interacted with in real-time (GÜNDOĞMUŞ and Orhan, 2016). Augmented Reality is involved in the continuum of the technological developments which can be adopted in the educational arena, in general, in language and education, and in

particular (TULGAR, 2019). It means that Augmented Reality is a system that combined the virtual content and real content that is equipped with the information so that the content seems to be in the same environment.

Research proved that by activating students' learning motivation, making learning atmosphere more enjoyable and learning process more active, effective, and meaningful, the use of technology media greatly contributes to education (Ekrem and Cakir, 2016). Therefore, when teaching reading comprehension, the educators should have the knowledge and ability to use the technological tools, such as the latest technology, mobile devices, applications, and other innovations available to create learning material content (Alsowat, 2017a). Therefore, this research is conducted.

There are some research regarding between reading and Augmented Reality (AR). The early analysis is by Alsowat (2017) who investigates the effect of Augmented Reality on reading comprehension, self-efficacy, autonomy, attitudes, and also examines the relationship between these three things (self-efficacy, autonomy, and attitude) at college level students. The second research by Huisinga (2017) explores the higher education students' motivation in reading, their involvement, and the theory of comprehensible text design. The third research by Bursali and Yilmaz (2019) explores how the effect of using Augmented Reality application on the fifth-grade students' reading comprehension, permanency of learning, and examined their attitudes. Nevertheless, this research is different from the previous researches. This research is to analyze the process of reading narrative text using Augmented Reality books. Meanwhile, previous researches use Augmented Reality technology with Academic texts.

B. Research Questions

1. How is the process of reading narrative text using Augmented Reality books on the students' reading comprehension?
2. How is the students' reading comprehension average score after reading narrative text using Augmented reality books?

3. What are the students' responses to reading narrative text using Augmented Reality books?

C. Research Purposes

1. To know the process of reading narrative text using Augmented Reality books on the students' reading comprehension.
2. To know the students' reading comprehension average score after reading narrative text using Augmented Reality books.
3. To know the students' responses to reading narrative text using Augmented Reality Books.

D. Research Significances

This research significant is expected to be practically and theoretically. Practically, this research gives significances to:

1. Students

In the practice of this research towards students, the result of this research is expected to help students improve their reading skills in comprehending the narrative text by using the Augmented Reality books.

2. Teachers

This research contributes to the teachers, especially English teachers in identifying students' reading abilities and determining the best strategy in minimizing students' difficulties and maximizing students' potential in learning English, especially in comprehending narrative text.

Theoretically, this research can provide useful information for the curriculum planners and academic book authors as a material to evaluate and innovate to improving students' reading skills.

E. Research Framework

One of the basic skills needed in academic life is reading skills (Bairer, 2005). It is the process of interaction among readers and written language, which aims to the influence of reading. In that process, the readers interact actively with the text or written language as they try to get the meaning and which type of knowledge to use: linguistics or systemic knowledge and schematic knowledge (Alyousef, 2006).

In exploring one of the English language skills such as reading skills, the readers should have knowledge about reading comprehension, which gives them the information to comprehend what they read. According to Klingner (2015) cited in Alsowat (2017) explained that reading comprehension is a very complex process that involves the interaction among readers and what they understand and the variables related to the text such as understanding the text type.

Reading comprehension is an essential reading skill for EFL students with minimal communication time to gain more knowledge (Khataee, 2019). Comprehension in a language requires an understanding of each word or sentence and active involvement with content to create mental representations (Rashid, 2012 in Qarqez, 2017). In reading comprehension for EFL students, there are several factors that affect students' reading comprehension, such as weak of vocabulary mastery, weak sentence structure and tenses, weak of ability to deduce meaning from the context, and students' weak of interest in reading due to several other factors related to the reading text used.

One of the problems in reading that faced by Indonesian EFL students is the least interest in reading. This also relates to the text they use in reading. According to Kusumarasdiyanti (2008) in Infianti (2015) Indonesian students have a low interest in reading. This case is not only happen in Indonesia, the other data showing a decrease in the number of readers globally and the time duration that the readers use to spent reading (Garcia-Sanchez, 2017). In this case, a new book uses augmented reality technology with a narrative genre that can make the readers interested in reading, especially reading to narrative text.

In the Augmented Reality books, the genre of the text is narrative. The definition of narrative text is a type of text that tells a story that aims to entertain the readers or inform the readers (Mark Anderson and Kathy Anderson, 2008 in Masitoh, 2017). The narrative text focuses on experiential and how to solve problems to provide the lesson and the moral values to the readers. So, it can be concluded that a narrative text tells a true and unreal story or fiction and non-fiction story, which aims to entertain the readers.

Augmented Reality can be defined as a direct or indirect view of a physical, real-world, live environment whose the elements are added or augmented by a computer or a mobile application that can include sound, video, and graphics (Koch, 2016 p. 124 in Alsowat, 2017). Augmented Reality is one of the newest movements released due to technology's dominance, especially mobile applications. Augmented Reality presents the creation of digital or computer information, whether audio, video, images, and can be in the form of touch or haptic sensations and layer them in a real-time environment (Alsowat, 2017). Augmented Reality supports in many different application areas. It also can be applied in education, entertainment, medicine, and other areas. In addition, Augmented Reality Books are applied in the field of education. This book has reimaged traditional books with interactive stories.

Research shows that Augmented Reality can increase readers' interest, motivation, and engagement. Besides, it can be used in the classroom. In this case, students are given the opportunity to gain new knowledge through interaction with objects in the Augmented Reality book, as for the researchers who show that Augmented Reality in teaching English has beneficial results for students. In addition, the use of Augmented Reality and digital textbooks in learning to read can provide benefits for the readers.

F. Previous Researches

In the reading comprehension using Augmented Reality, there have been several researchers conducted this research. The first research was conducted by Alsowat (2017) from Taif University, Saudi Arabia. This study aims to investigate the effect of Augmented Reality on students' reading comprehension, self-efficacy, autonomy, attitudes and to examine the relationship between these three things (self-efficacy, autonomy, and attitude) at college level. The English students of the college at Taif University as the sample of the research. The research used the book and two applications: polyglocam and Aurasma application related to the reading topic. It used quasi-experimental with pre and post-test, non-equivalent design of control-group. The result of the research is that Augmented Reality has a positive effect on college EFL students in their reading comprehension, self-efficacy,

autonomy, support, and give a good result in increasing students' confidence to read the academic text.

The second exploration is from Huisinga (2017). The research objectives are to explore the higher education students' motivation in reading, their involvement, and the theory of comprehensible text design. The research used the experimental design of mixed-method. Its research found four ideas: (1) That Augmented Reality in higher education increase interest in reading books related to academics, (2) students will mostly be chosen AR, including readers who have difficulty in identifying themselves and are typical, (3) the students felt that AR support in visual content really helped them, (4) the students or readers can access the advantages that exist in AR, such as support for adding available vocabulary.

The third research is by Bursali and Yilmaz (2019). The research aims to explore the effect of using Augmented Reality application to the fifth-grade students' reading comprehension, permanency of learning, and examined their attitudes. The study used a mix-method with the sample are the students of 5th grade. The result indicates that the students who read using Augmented Reality performed better in reading than the students who read with traditional methods. The students reported that Augmented Reality to an increase in levels of reading comprehension and retention, the lessons are more fun and interesting, and the students also would like to see this technology introduced in other courses. Furthermore, Augmented Reality application can be used in the education area, especially as an effective reading aid.

The fourth research is by ChanLin (2018). This research objectives are to know teachers and library implement the Augmented reality and the students' reacts to Augmented reality Reading. The reseach used a qualitative and quantitative method with 137 samples of children. Then, the observation were conducted at library and elementary school in Taipei. The result of this research is the children were positive about using tablet with Augmented Reality to reading stories and enjoy to reading story content triggerred by the Augmented Reality technology.

Considering the previous research above, this research is different from the previous researches. This research is to describe how the process of learning to read the narrative text through the latest media, more interesting, favored by today's students that is Augmented Reality books on the students' reading comprehension. Especially, the teacher's implementation. This research would be conducted at junior high school. The research objectives are also to get to know what is the students' responses to learning narrative text by using Augmented Reality books on Indonesian junior high school.

