

CHAPTER I

INTRODUCTION

This section consists of several general components of the research, including research background, research questions, research purposes, research significances, the conceptual framework of research, research hypothesis, and previous studies related to the research.

A. Research Background

The goal of teaching English in junior high is to prepare students to converse in the language. The primary purpose of English learning, according to the Institutional-Based Curriculum, is to improve the four abilities of hearing, speaking, reading, and writing, as well as the language components of grammar, pronunciation, and vocabulary (KTSP, 2006, as referenced Arifin, 2019). Reading is one of four skills that are essential for learning English. It is crucial to learning English since reading is involved in every teaching-learning activity in an English class (Grellent, 1996).

Reading is a language skill that children should master because it is essential in the teaching and learning process. Reading, according to Palani (2012), is a crucial activity in the learning process. It has gained prominence in the evolution of human society. It has become one of the most critical aspects of human functioning, working together to regulate society, expose information, and reveal literate culture.

Reading is one of the methods for obtaining information from a text. The interaction between the reader and the text is described as two-way. When readers look at the text and can interpret the meaning of the written symbol, they are engaged in a reading action. Reading, in other words, is an activity in which the reader solves what happens in the text as well as picks up words from the text. Reading, according to Syatriana (2010), is a challenging talent. When reading, students must be able to comprehend what they are reading. When a reader builds a mental image of a text

message, this is referred to as reading comprehension. Reading comprehension is necessary in languages so that people may grasp what they are reading. Reading comprehension is crucial for academic and life success, but many students need to read below grade level.

Teachers can use a variety of media to help students improve their reading comprehension. One promising approach for teaching language in the classroom is through digital video. The purpose of this project is to improve students' reading comprehension through the use of digital video animation as a medium. It will make learning the language more accessible for students. According to Gerlach (1997), most students function really well in the background with the appropriate animation movie at the proper time, making them less stressed, calmer, and more productive. We live in a visual universe. The ubiquity of mobile devices that allow us to capture still and moving images with ease, the emergence of video-sharing platforms like YouTube and Video, and the emergence of social media networks like Instagram and Facebook, where users upload a lot of visual content. Multimodal texts constitute the vast bulk of texts encountered and created by young people.

Furthermore, integrating media in the teaching-learning process can help teachers create learning circumstances more efficiently. Numerous media and styles of visual presentation are advantageous to language learners, according to Wright (1976), as cited in (Cakir, 2006). That is, as long as they are used at the correct time and in the right place, all audio-visual aspects benefit language learning. Movies provide significant learning opportunities for students researching a second language in this area.

Today's text media is multimodal text. Written or spoken text is combined with visuals or animations in multimodal literature. A multimodal text combines written or spoken text with images, audio, or video. Language and additional modes of communication, such as visual, sound, or spoken, are given concurrently in a multimodal text. According

to Pratiwy and Wulan (2018), multimodal text takes the shape of language, visuals, music, gestures, and architecture. When using reading materials in the form of multimodal texts, students not only read the text but also see visuals, listen to audio, and watch animations or videos. According to Firmansyah (2019), multimodal text employed as learning media consists of numerous semiotic sources (verbal, motion, visual) mobilized through multiple modalities and interaction and integration in the text coherence process. As a result, learners will be able to more readily understand the text's content, both overtly and implicitly, analyze the text, evaluate the meaning and advantages of the text, and reflect on the text's content.

Based on the syllabus in Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP 2006), the standard competence of reading in the second semester of the eighth grade Junior High School is to understand the meaning of functional text and essay in the form of narrative and recount text in daily life context. Based on this standard competence, the narrative text should be acquired by the eighth-grade students of junior high school. The basic competence is responding to the meaning of functional text and essay accurately, fluently, and acceptably in daily life contexts. Therefore, the students have to acquire competence in reading text.

Based on an interview with an eighth-grade English teacher at a junior high school in Sukabumi, students have a lack of interest in to understand the narrative text and difficulties understanding language features, finding factual or detailed information, and drawing moral values from the stories provided. The authors conducted interviews and observations in grade VIII A, the subject of this research. According to the teacher, students need more motivation to learn, leading to difficulties in understanding the instruction, and teachers do not use current as appropriate media when teaching narrative text. Narrative text was chosen because, the researcher focuses on understanding history or past experiences and how they contribute to current and future

experiences. and videos from the media about narrative text can be used as examples such as the story of malin kundang and tangkuban parahu.

Taking into account the concerns raised above, the author examines the use of multimodal text in animation videos to improve students' comprehension of narrative text. The researcher assumed that using this media would help students understand the narrative text and make teaching the narrative text easier. Teachers must improve the quality of reading teaching by using multimodal text digital videos in animated videos while conducting reading activities, which are expected to help students concentrate, focus, and enjoy reading comprehension.

The animation video tells one of the narrative text stories using bright graphics, moving photos, and a script. This animated movie is one of the media in reading comprehension that can help increase students' attention and push them to understand narrative material, as explained by Hegarty (2004) that with the development of today's technology, animation video can provide visual displays which are more potent than the various phenomena and abstract information, which significantly contributes to improving the quality of the learning process and outcomes. In addition, the use of animated videos is intended to improve students' motivation to read and comprehend the topic and consequently improve their learning results. Bogiages (2008) emphasized that incorporating animation into the learning process improves interest and understanding. After seeing an animated video about the issue, students grew interested in narrative text. When interpreting narrative material, it is anticipated that students will understand the narrative text properly.

In this research, the author uses animation video as a teaching medium to improve students' reading comprehension of narrative text. The author considered that this research could be a successful and valuable contribution to teaching and learning English.

B. Research Questions

Based on the description of the above introduction, it can be broken down to be some questions:

1. How is the students' reading comprehension of narrative text before using Digital Animation Videos?
2. How is the students' reading comprehension of narrative text after using Digital Animation Videos?
3. How significant is the difference between students' reading comprehension of narrative text before and after using Digital Animation Videos?

C. Research Purposes

Based on the questions of the above introduction, it can be broken down to be some purpose:

1. To find out student's reading comprehension of narrative text before using Digital Animation Videos
2. To find out student's reading comprehension of narrative text after using Digital Animation Videos
3. To find out the significance of the differences between students' reading comprehension of narrative text before and after using Digital Animation Videos.

D. Research Significances

Practically, the research's findings are likely to be used by teachers and authors for the following purposes. First, this research will assist teachers in implementing English learning and teaching methodologies. Teachers are expected to be competent to teach English using a range of media, particularly reading comprehension. Animated videos are one form of media that can be used to teach reading comprehension. Second, the research's findings can assist students in enjoying, relaxing, and focusing. The students' reading comprehension scores may dramatically increase. Furthermore, as a result of this research, they want to use this method in their reading activities. Moreover, students who employ this method outperform those who do regular practice in terms of reading comprehension.

Theoretically, the research's findings may aid in the learning of English by improving reading comprehension. Furthermore, the results of this research can be used to support and add to the existing literature on the use of video animation in reading comprehension.

E. Scope of The Research

This quantitative research focused on finding out the result of students reading comprehension skills through animation videos in narrative text. The subject of this research was the second-grade students of Junior High School Sukabumi. The students were expected to improve their reading comprehension in Narrative text Pre experimental.

F. Research Framework

We use a variety of reading strategies to understand new information from the passages we read. Reading comprehension is a critical reading skill that English teachers must master. Grellet (1983) The ability to absorb written content, including grasping the essential elements as fast as possible, is referred to as reading comprehension. A good reader quickly discards unnecessary content and searches for what he is looking for in a text.

According to Grabe (2002), reading is a complex ability to extract and build meaning from a text. Reading is an active process that necessitates recognition and comprehension skills. Reading, as defined by Harris (1981), is the meaningful interpretation of printed or written verbal signals. Some lengthy reading material has been published. The text may need to be supported with accompanying graphics to assist students in understanding the complete story.

Furthermore, the students not only did not understand the entire story, but they also did not appreciate its goal. Students lose interest in learning to read when they are presented with printed-text stories that lack supporting pictures. Most teachers require a more robust medium for teaching reading at various stages of the learning process. This is an

opportunity for teachers to address this issue by implementing some exciting, pleasant, and non-boring classroom activities, such as employing animated videos as a media in teaching reading.

The usage of media in the teaching and learning process benefits the students. Students' achievement will improve if they comprehend the lesson being studied. Learning using video is one way that affects students' interest. Animated videos, according to Akmalia (2011), can provide visual access to a situation or experiment. Videos can be used to convey complex ideas by employing specific media techniques such as animation, computer graphics, or clay motion. Videos can also be used to motivate students and model good behavior. Videos are helpful for introducing or repeating information. Mastery of the subject delivered, however, must be balanced with the technology used.

According to Hegarty (2004), as modern technology advances, animation video may deliver more muscular visual displays than multiple phenomena and abstract knowledge, significantly boosting the quality of the learning process and outcomes. According to Bogiages (2008), using animation in the learning process promotes interest, understanding, and competence in group work.

A narrative text is a written story that describes events that occurred. With challenging conditions, time order is well what happened initially, what happened next, what happened after that, and so on, and it tries to find the answer and resolution to solve the problem. The objective of narrative writing, according to Aderson (2003), is to entertain and instruct the reader or listener. This animated film aids students in their comprehension of narrative materials. Furthermore, this animated short employs sound to explain a moving object. Videos are beneficial in explaining the learning material. As a result, the researcher will demonstrate in this research how stories in the form of digital animated videos can be used to provide new content in teaching narrative text. Using the digital tale, the researcher did the following: The researcher began by giving background information about the narrative text. In the

second stage, the researcher showed the digital story to the students. Finally, students were required to identify difficult words in the story. Fourth, students were encouraged to read the digital story from start to finish. The students and the teacher gathered to discuss the story's inflexible terms. Finally, students were directed back to the digital tale to finish the worksheet.

An animation video was the most effective means of teaching narrative text. The researcher employed animated video as a medium to deliver the subject of reading comprehension in narrative text. The animation video was collected from the internet's YouTube Videos. Subtitles are included in the animated animation to help students grasp the plot. This animation clip was aired during each cycle. Reading comprehension of narrative literature in this research comprises acquiring language features, comprehending factual or detailed information from the story, and extracting moral value from the story.

G. Hypothesis

A hypothesis is a statement in quantitative research that anticipates or conjectures the consequence of a link between features or attributes, Creswell (2012). In quantitative research, a statistical hypothesis is used, which must be tested according to statistical standards before being accepted. The quantitative investigation- developed a statistical hypothesis in two forms: the null hypothesis (H_0) and the alternative hypothesis (H_a).

- a. Null Hypothesis (H_0): There is no effect of using digital animation video as multimodal text in improving students' reading comprehension.
- b. Alternative Hypothesis (H_a): There is an effect of using digital animation video as multimodal text in improving students' reading comprehension.

H. Previous Studies

There were some researchers who have done some studies dealing with animation video as a media in teaching reading. The first research was taken by Rosalia (2020), this researched use of Background Music as Media to Improve Students' Reading Comprehension Skills," examined students' perceptions of background music and its usefulness in improving reading skills. The pre-experimental design included pre- and post-tests. The research suggested that digital media using background music increased students' reading comprehension. The outcomes of the research demonstrated this. The computation revealed variations in students' learning results before and after administering the medication.

The second is done by Maylani (2019). The researcher used animated videos in teaching listening in the experimental class. This research used a quasi-experimental design with pre-test and post-test designs. The research population was eighth-grade students at MTsN 2 Jambi City, the sample of this research sample was divided into two classes: experimental and control classes. The experimental class was taught using animation video as media, and the control class used conventional or just audio. Before giving the treatment, the students of both classes were given a pre-test to know their ability to listen.

The third was done by Khailidiyah (2015). The researcher conducted quasi-experimental research to improve grade IX students' reading comprehension by using animated videos at SMP Negeri Jalancagak, Subang, in the 2015/2016 academic year. In the pre-observation, the researcher found that students could have been more actively involved in the reading-learning process. The results showed that animated videos can improve students' reading comprehension. Therefore, researchers are advised to use animated videos to teach reading comprehension.

In the other research by Wahyuni (2022). The research's goal was to demonstrate the efficacy of multimodal text in improving reading comprehension at SMP IT Mathla'ul Anwar Global School (MAGS).

According to the researcher, a multimodal text reading approach is a strategy that combines reading learning with the use of images/visuals that can assist students in quickly understanding reading and has been shown to provide knowledge of the storyline/reading text swiftly and effectively. This research employs an experimental design with data-gathering procedures such as pre-test and post-test.

The last is done by Nirmala (2021). focuses on singers' promotional Twitter messages that include emoticons and text. This is descriptive qualitative research that uses Radan Martinec and Andrew Salway's generalized image-text relation theory of multimodality. Status relations and the way text and emoji interact can be described using the generalized image-text connection. According to this survey, musicians like to place emoji underneath text. Extension relations outnumber exemplification and enhancement relations in terms of logic-semantic relations. Emojis provide additional information that language cannot convey, such as expressions and feelings, as well as signify the events they promote in postings, such as ticket emojis, and there are various combination patterns between religious musicians and rock singers.

Thus, this research is different from previous studies. This research aims to improve students' reading comprehension skills of narrative text and teach them how to use digital videos in reading comprehension skills before and after. Participants in this research will be eighth-grade students of Junior high school Sukabumi.