

CHAPTER I

INTRODUCTION

A. Background of Study

In English learning process, students demanded to master some skills in English. They are listening, speaking, reading and writing. Reading is one of the language skill, should be mastered well by the students. Reading is an essential factor that influences one's activity in communication. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading is an interesting activity because by reading people can get some information widely without going away. According to Aebersold and Field (1997:15), reading is what happens when people look at a text and assign meaning to the written symbols in that text. In other words, we assume that reading activity is people's activity to read a text, there is an interaction between the reader and the text when people read the text. It can be concluded that reading is a process of reacting and understanding a written text as a piece of communication.

Reading does not necessarily need to look everything in a given piece of text. It is important to comprehend genre in order to catch the information and message in written text. Comprehension is related to reading skill, as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading a newspaper, and instruction, a rule, a book, and advertisements, a magazine, etc. Reading is not the activity to read aloud but to comprehend the message and information in the text.

Animation is a kind of media that is usually used in the classroom. According to Stemplesky and Tomalin (1990:6-7) animated film has difference types of purpose, there are : active viewing, vocabulary, grammar, pronunciations, listening and speaking skill, reading and writing skill, cross-cultural concern, and testing. Teaching with video can be exciting. Four or five minutes video tape material can easily provide enough stimulating input for one hours teaching, Lonergan (1984:2).

Animated films are the ones in which individual drawing, paintings, or illustrating is photographed frame by frame. According to Hornby, (1995:171) animated film is a film made photographing a series of a gradually changing drawing, so they look as if they are moving. Animation videos are often directed by to apply by most children, but easily can be enjoyed by all. It means that by using animated film in teaching reading can bring new atmosphere for the students in teaching and learning process.

However, based on researcher's observation in Pesantren Al-Mukhlisin, the researcher got some data of students' KKM in reading Narrative Text.

Table 1.1 KKM of Students' ability in reading in academic year 2019/2020

<i>Name of Students</i>	<i>KKM</i>	<i>Scores</i>
CA	75	45
CAZN	75	40
DNA	75	65

DIL	75	50
FK	75	50
IAM	75	60
MRA	75	50
MVL	75	50
RP	75	50
SA	75	55
AF	75	60
MSRH	75	45
AB	75	40
AS	75	45
AHK	75	45
ATS	75	50
AFMA	75	50
Average		50

From the data, researcher found that the students' English competence, especially in reading narrative text and the use of media are relatively low, it shows from the average of students' score. The averages of reading ability is only 50 while the KKM is 75, it means all of them can not passed the KKM in reading. The students felt difficulties in understanding sentences and finding the meaning of the sentences. They were only understood the broad outline of text content. The students needed a lot of time in understanding the text. The students feel confuse

about how to pronounce that words and pay no attention to punctuation, because his focus is only on the word that will be spoken. Finally, the student had difficulties in reading. Those all made their achievement become low and cause failure in the teaching and learning process.

Some of the factors are the lack of teaching media and teaching materials which can help the students to learn English in order to develop their reading skills, based on the interview that had been conducted during the observation. The teacher responded to the researcher's question about the use digital media in teaching narrative text by saying, "Digital media has not been done and school does not have any advanced digital tools (e.g. projector and screen) to support teaching and learning process". Teacher also added "In the process of teaching routines I used media in teaching narrative text but not digital media". They do not realize that learning English is important for their future, the teacher uses textbooks more often than any media and not all of her student have the book, so they only learn by using their teacher's book.

Furthermore, the researcher also asked the teacher's opinion based on her daily teaching experience whether using animation as the media in teaching english is suitable to be used in the classroom. And the respons is she only uses worksheets and simple media to teach students to write a narrative text. Thus making the students' reading less and hinders their creativity and imagination and also can bring up their intention to mimic the words, and even the topic. Another problem come from outside of the teacher and the students. It was from the technique and the atmosphere of the class. The technique was not interesting because the technique

that was used by the teacher to teach the students was monotonous. It made the student's feel burdened and hard to learn. Besides, the unsupported classroom atmosphere was a negative contribution to students learning.

There are many suitable media for teaching reading narrative text, and of the media is animated short movie, because animated short movie is the combination of moving picture and sound, so this media is not about the audio or visual only. This media is about both of the audio and visual also so the students will be easily and fun when they learn reading skill by this media. Stempleski and tomalin (1995) state that children and adults feel interest quicken when language is experienced in lively way through television and film. Based on this technique, the students will not feel difficult to express their narrative text about the animated short movie that they watched.

The animated short movie is an effective to teach and giving the motivation for the students reading skill. Yulianingrum (2011) said that movie provides visual stimuli to reinforce valuable concepts and ideas because information is often stored in visual form, pictures and short movie may be very important in helping students retain important ideas and retrieve them from the long-term memory. It means that the animated short movie can help the students to get stimulate their ideas in the process of learning English reading skill. The students will feel the different condition when they learn by the animated short movie in their classroom.

In addition the language used in short animated stories is easier and more familiar for senior high school students. Furthermore, there are many short animated stories in the internet that students can download. The stories are in

duration about 5-10 minutes with full stories, meanwhile a full story movie can be 1-2 hours duration. Agusta (2013) In teaching narrative texts, short animated stories are better to be used as media. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in their moving pictures. However, short animated stories are simpler and have less duration than movies. They do not contain too much dialog so that students can catch the content easier.

This study aims to develop a animation video-media about reading narrative text, as well as knowing the feasibility and effectiveness of animation video media about narrative text in improving the tenth grade student's learning outcomes of Pesantren Al-Mukhlisin Tanjung Morawa. One of the solution is teachers should present fresh material in a media to students in reading narrative text. One of the fresh media that teacher can use in narrative text is by creating a animation video as the developing of media which is an interesting and innovative media in guiding the students to read narrative text to the students of Pesantren Al-Mukhlisin Tanjung Morawa. The developed of media hopefully contribudes to help the teaching and learning process of reading in order to improve and developed the students' reading skill.

B. Problem of Study

Based on the background of the research, the problem that can be formulated as “How is the animation video developed as a media to teach reading narrative text for tenth grade students in Pesantren Al-Mukhlisin Tanjung Morawa?”

C. Objective of Study

From the problem of the research, the objective of this research is; to develop animated film as a media to teach reading narrative text for tenth grade students in Pesantren Al-Mukhlisin Tanjung Morawa.

D. Scope of Study

This research is limited to only develop animation video as a media to teach narrative text for tenth grade students. In order to help the students in learning process, this animation will be developed only based on the needs of the students. This Animation will also be only used for the purpose of teaching and learning reading. Animation video is made by using Go-animate app, and the researcher will insert the material about narrative text and one short animation video about folklore in Medan as specified in KD 3.8 which contains “Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya” and KD 4.8 which contains “Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan

teks *naratif*, lisan dan tulis sederhana terkait legenda rakyat”. And the the media will be published on Youtube.

E. Significances of Study

The significances of this research will be classified into two, theoretically and practically. Theoretically, this research is expected to provide more informations regarding the development of animation to teach narrative text for tenth grade students in Pesantren Modern Al-Mukhlisin Tanjung Morawa.

Meanwhile practically, for the students this research is expected to give them a new experience in learning narrative text, motivate them to learn, and increase their reading ability and for the teachers, this research is expected to give them a new media that they can use to teach narrative text. This research is also expected to encourage them to develop new digital media that suits their students’ needs. And for researchers, this research is expected to provide data, resources, and references for them about developing animation as a media to teach narrative text.