

# CHAPTER I INTRODUCTION

## A. The Background of the Study

English is one of the foreign languages for Indonesian students that become one of important lesson which is available in school since kindergarten level until University level in order to compete globally. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being looked at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are listening, speaking, reading and writing.

Students find some difficulties in the process of learning grammar, vocabulary, spelling and pronunciation in the same time while learn English, more over with the conventional method that teacher applies in the class. In this case in English word, they may be confronted by words that are totally unfamiliar with them and their problem is they have to mastery the whole skills; listening, speaking, reading, and writing.

From the fourth skills, reading is the most complex one to master. As Brown (2004:185) states that reading arguably the most essential for success in all educational context, remain a skill of paramount importance as we create assessment of general language ability. The first point to be made about the reading process is reading comprehension. Knowledge is the basic element for comprehension.

Reading is the process of extracting meaning from a written text or printed text. It is assumed that readers can comprehend and respond to what is read. The readers must be able to translate the written words into meaningful language.

Based on the phenomenon where the researcher did observations to students in SMP N 2 Selesai, Langkat usually get bored to learn reading, because in the language learning, the teacher still focuses on learning independent style; the students just read the story by themselves and answer the questions afterwards correctly.

The ability to comprehend story seems so low with that learning style. The writer attaches the students' score in two semesters, academic year 2013-2014 below. The Minimum Criteria Mastery (Kriteria Ketuntasan Minimum/KKM) is 70.

Semester	Score	Students	Percentage	Mean
<b>1<sup>st</sup> Semester 2013/2014</b>	<70	34 Students	80.95 %	51.92
	≥ 70	8 Students	19.05 %	
<b>2<sup>nd</sup> Semester 2013/2014</b>	<70	27 Students	64.28 %	61.64
	≥ 70	15 Students	35.71 %	

*Source: Students' Accumulated Score of Grade VIII-A of SMP N 1 Selesai academic year 2013/2014*

This finding really proves that the students' achievement in reading is bad. Students should have knowledge in many aspects especially in academic terms, one of the ways to get more knowledge is by reading. Because without knowledge they cannot even compete with others student in modern ages like nowadays.

How to make students have knowledge while they do not ever interesting in reading? People seem so lazy to read moreover with academic reading and monotonous story. They tend to be sleepy if the readings are not entertaining

them. Just like the proverb says, read a book if you want to sleep earlier. That is also a proof that sometimes reading is a boring activity to do.

As an English teacher, we should be creative to find a good and appropriate way to help students to get more knowledge, to be able to comprehend a story, especially mastery the forth skills, moreover in an entertaining and enjoyable way so they will not feel bored in the class.

For the proofs and reasons mentioned above, some linguists state that success of teachers in teaching is often measured through the accuracy of media, method or technique they apply. So teachers should be able to choose a suitable media and model of learning in order to create a better, interesting and communicative teaching and learning process. For this condition, linguists never stop to explore some good media, method or technique to teach English in order to increase the students' achievement in learning English (Anthony, 1963).

It considers as well that teaching learning process will be more successful if it relates to students' interest, eagerness, ambition. Nowadays, teens tend to have interest in entertainment ways, such as animation and movie. It is proved by many television shows and cinema programs; they focus more on animation and movie, which are teens love to. The more influences by animation and movie make the researcher interested in conducting research and the effect.

Then according to Yuksel (2009), using caption/subtitle to facilitate the comprehension of video materials is taken for granted by many teachers and researchers. Moreover many educators believe that television programs with captions seem to provide rich context for foreign language acquisition. It is also

argued that viewers are, generally, quite motivated to understand what is shown and said by televisions when the caption provided.

Dealing with the facts previously mentioned, the researcher needs to try to carry out a study in teaching reading. In this case, the researcher believes that English animation movie is very good media to be applied in teaching reading, especially for narrative genre. It is also an interesting and suitable media. By applying this media, students are assumed to be more love in reading because this media gives entertainment, enjoyment, interesting way to the class without makes students become sleepy in reading.

Using English animation movie makes students comprehend the story easily while they are watching, reading and listening to the animation movie shows in the same time. The researcher will instruct the students to keep silent while watching the movie and if necessary they take a note to mark whether there is vocabulary they do not know. By applying this media, students will automatically learn vocabularies, pronunciation, and also listening skill in the same time. It becomes a complete media to apply in the class. Using English animation movie is assumed to solve the problem and to bring a good improvement in students' achievement in reading narrative text.

From the explanation above, the writer is interested in conducting a research under title "The Effect of Teaching Media on Students' Achievement in Reading Narrative Text"

## **B. The Problem of the Study**

Based on the background of the study above, the research problem is formulated as follows:

**“Is the students’ achievement in reading narrative text taught by using English animation movie higher than the students’ achievement taught by using pictures?”**

## **C. The Objective of the Study**

The objective of this study is to find out whether the using English animation movie effects students’ achievement in reading narrative story or not.

## **D. The Scope of the Study**

Based on the background of the problem and identification of the problems mentioned above, this study will be limited to the effectiveness using English Animation Movie as media in teaching reading narrative text, since this media is expected to affect students’ achievement in grade VIII.

## **E. The Significance of the Study**

This finding of research will be expected to be useful for:

1. Schools, the results of this study are expected to provide feedback to the school about the importance of the use of English subtitled animation movie as media in teaching and enhance the teaching and learning of English reading narrative text.



2. Teachers and teachers to be, the results of this study are expected to provide feedback for teachers and teachers to be to increase the varieties of media that are used in English language learning activities, but is also possible to apply on any other study.

3. Students, the results of this research to improve the reading skills of English language texts, especially narrative one.

4. Researchers, the results of this study as a medium for researching and gaining experience as first thought to conduct further research, as well as references.

