# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Reading skills are needed for students to get information from what students read such as from textbooks, newspapers, magazines, novels, or other sources. As stated by Stone (2009), reading is a fundamental goal that children must master to be successful in school and life. Reading is the main reason students learn languages. Without reading, students never know anything because it is an important way to have fun and get new knowledge. For students, reading is also useful in the learning process where students indirectly criticize the author's ideas or writing style. It trains students to think critically.

The goal of the reading task is comprehension. Comprehension is the ability to obtain the main purpose of the text (Rosenberg, 2004). The best way to achieve reading goals is to understand the text well. Of course, in this case, students expected to be able to concentrate to understand the meaning completely and there will be no misunderstandings about what they read.

Students have to master reading comprehension because it is one aspect of language skills. Reading comprehension is the understanding of written words, the understanding of the content being read, and the meaning construction of the text. Williams (1998) defines reading comprehension as an activity that aims to understand the message of a particular text. Reading comprehension is needed in every subject because every lesson cannot be separated from the act of reading.

To interpret the information from each reading material, students must have good reading comprehension skills.

The ability to understand and make some short functional texts or monologues including procedure, descriptive, recount, narrative, report is one of the scopes of English subject at junior high school. One of the Basic Competency (KD) that must be mastered by the eighth-grade students is the ability to express meaning in a simple short monologue using a variety of spoken language fluently and accurately to interact in the context of daily life. Procedure text is a text to explain how to make or doing something based on some sequence of actions or steps.

As preliminary data, the researcher has interviewed an English teacher. It was found that the eighth-grade students of SMP Bina Bersaudara Medan were below 80 as many as 13 of 20 students. Essentially, the set minimum completeness criteria for English subjects are 80. It can be concluded that almost more than half of them have not met the criteria. Most of the reading comprehension skills of eighth-grade students of SMP Bina Bersaudara Medan were still low.

The English teacher also said that there were several reasons for students having difficulty comprehending the text, including students being lazy to read English material, difficulty understanding text when reading books, articles, novels, and others.

Actually, there is no appropriate media in the process of learning reading comprehension. In essence, students want interesting learning; do not feel bored

in the learning process so that students are motivated to learn. Thus, teachers are expected to carry out a teaching and learning process that can make students active and motivated, so that the learning objectives will be achieved.

The practice of making the activity more like a game to make it more fascinating or fun is the definition of gamification. Generally, gamification is used as a media to increase student enjoyment and arouse students' interest in learning using computer game designs (e.g., World of War crafts, Pictoblox, Scratch, etc.). The goal is to maximize fun and engagement by inspiring students to continue learning and capturing students' interests. Scratch is part of gamification because it is a web-based application, a free visual programming language that uses drag and drops to design, read, analyze, and display animations. Although Scratch is quite difficult to use at first, it will be fun to learn from then on. Therefore, researcher believes that Scratch is the right media to solve students' problems and improve students' reading comprehension skills.

We need to know teacher and student perceptions of the learning process in the classroom. This is important because teacher's perceptions in learning English are how the teacher perceives, understands, and ultimately implements certain media which are very important to facilitate students in the class who come from different backgrounds (learning styles, enthusiasm for learning). Likewise, with students' perceptions, it can be used as an indicator to determine the students' understanding of learning.

Based on this definition, the researcher is interested in knowing teacher's perception and students' perception in learning reading comprehension of

procedure texts through Scratch program by conducting research entitled "*Teacher's and Students' Perception in Learning Reading Comprehension of Procedure Text through Scratch Program for the Eighth Grade Students of SMP Bina Bersaudara Medan*

## 1.2 The Identification of the Problem

Based on this background, the researcher identified several problems as follows:

1. Students difficult to understand the text.
2. Students do not master vocabulary.
3. Students are not motivated to learn English, especially in reading comprehension.

## 1.3 The Problem of the Study

Based on the background, the problems of the study are:

1. What are the teacher's perceptions in learning reading comprehension of procedure text through Scratch program for the eighth-grade students of SMP Bina Bersaudara Medan?
2. What are the students' perceptions in learning reading comprehension of procedure text through Scratch program for the eighth-grade students of SMP Bina Bersaudara Medan?

4

## 1.4 The Objective of the Study

The objectives of the study were as follows:

1. To know the teacher's perception in learning reading comprehension of procedure text through Scratch program for the eighth-grade students of SMP Bina Bersaudara Medan.

2. To know and describe students' perception in learning reading comprehension of procedure text through Scratch program for the eighth-grade students of SMP Bina Bersaudara Medan.

## 1.5 The Scope of the Study

This study is limited to know and describe teacher's perceptions and students' perceptions in learning reading comprehension of procedure text through Scratch program. The subjects studied were an English teacher and eighth-grade students of SMP Bina Bersaudara Medan where this research was conducted at Jalan Brigjend Katamso Titi Kuning 43, Medan.

## 1.6 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically, such as:

1. Theoretically:

a. This study hopefully will be useful to enrich the English teaching and learning process theories, especially in reading comprehension of procedure text through Scratch program.

2. Practically, the findings are expected to be useful for:

a. Teachers, to provide additional references for teachers in choosing teaching media, to be more creative and innovative in using English teaching media, especially in reading comprehension learning process.

b. Students, to increase students' knowledge and abilities in reading comprehension skills of procedure text through Scratch program.

c. Future researchers, for similar researchers, their findings can be used as a reference for conducting studies on the same topic from different sources and developing them for the better.