CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Students should continue to develop, improve, extend and apply their reading techniques to a variety of texts because reading, one cooperative skill, is essential. For Indonesian students, reading is very important because it helps them understand various books published in English, both for finding information and messages for leisure and for scientific purposes. The ability to read well is essential for students' academic and professional success.

Some of the basic English skills that must be taught to learn English include writing, listening, speaking and reading. Reading is a very important skill for students to learn. Reading improves children's vocabulary knowledge, reading, spelling and writing. Some scholars (Grab 2004, Harmer 2001) define reading as the act of gathering experiences on texts that help readers to discover, understand, engage, and explain the concepts of written communication. Metacognitive tactics such as self-planning, monitoring, and analyzing one's own reading process are examples.

The process of decoding and interpreting printed information is known as reading. Decoding entails the conversion of writing system symbols (including Braille) into the spoken words they represent. The purpose of reading, context, character of the material, and reading practice and knowledge all influence comprehension (Cline et al., 2006). To be able to understand English materials,

you need to be able to read. It is also seen as an important aspect of the four language skills for learning English as a second language or as a foreign language (ESL/EFL) for academic achievement and professional growth (Wei 2005). It can be concluded that reading, as one of the basic language skills, plays an important role in language development.

"Reading is very active work," Harmer (2004). To do so successfully, we must first understand what the words mean, understand the pictures the words paint, understand the arguments, and determine whether or not we agree with them. If we don't do these things, and if students don't do them, then it is expected that through the Scratch Program we will have an easier time understanding the words or a text we read quickly.

Reading is one of the fundamental communicative skills, but it is a difficult process. Reading can be defined as a process by which the reader receives cues from the author in the form of writing. Reading can be described as a participatory process in this scenario. As the reader guesses, anticipates, verifies, and asks questions about the content while reading.

Students in junior high school are required to understand the social purpose of the book and to effectively communicate the information in the text. A narrative text, according to Gerot and Wignell (1994), is a work that entertains, amuses, and relates to actual or vicarious experience in many ways; narratives deal with problematic events that lead to a crisis or turning point of some kind, which then finds resolution. A narrative is any written work in English in which the author wishes to entertain and delight the reader while also dealing with real or

imaginary situations in various ways (Siahaan and Shinoda, 2008). The communicative purpose of a narrative text is to entertain the listener or reader by telling a story about a real event, imaginary, or challenging situation.

Students in junior high school are expected to be able to express and compose a functional written text and a simple short essay in several types of text, such as descriptive, narrative, recount, procedure, report, spoof, news item, analytical exposition, etc. Each type of text has its own characteristics that students must master. Students must understand the social function, generic structure, and grammatical characteristics of the text to be able to read it well, where they can understand the content of the text and conclude the message contained in it, especially in narrative text. The narrative text is one of the texts that must be studied by eighth graders since the genre appears in the curriculum. For this reason, eighth-graders of SMPN 35 Medan are expected to be able to read narrative texts, understand the contents of the texts, and be able to conclude the messages contained in the texts.

Junior high school students are required to be able to express and create functional written texts and basic short essays in various text types, such as descriptive, narrative, recount, process, report, parody, news, analytical exposition, and so on. Students should learn the qualities of each type of literature. Students must understand the text's social role, general structure, and grammatical qualities in order to read it well enough to understand the content and infer the message contained in it, especially in narrative texts. As the genre occurs in the curriculum, eighth grade students are required to study narrative works. As a result, eighth grade students of SMPN 35 Medan are expected to be able to read

narrative texts, understand their contents, and draw conclusions about the themes contained in the texts.

"Media" generally refers to various modes of communication. Media, according to Smaldino et al. (2006), is both a medium of communication and a source of information. It refers to anything that transmits data between a source and a receiver. The purpose of media is to make communication and income easier. According to Asyhar (2012), media is a tool used to send messages and information from the source to the receiver. Consequently, Susilana and Riyana (2009) highlight that the use of media will benefit students by increasing their capacity to perform creative activities in the learning process, which is tied to the reason for learning. Therefore media can serve as a tool to convey messages to students during the teaching and learning process.

Media is a crucial component that tries to transfer information between the communicator and receiver as an agent for processing communication. Approving the usage of media in the teaching and learning process will necessitate extensive classroom experience with the learners' circumstances. When creating and carrying out learning activities, the instructor must prepare everything that exposes the continuity of learning in order for it to arrive successfully and efficiently. As a consequence, the availability of media will organically give color to the learners as long as learning activities continue.

Students can then readily explain their motivations and interests by presenting their arguments or observations. For this reason, it is necessary to develop reading media through Scratch Program for teaching narrative texts at eighth

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grade students of SMPN 35 Medan in order for students to enhance their reading skills and grasp narrative texts.

Scratch is a programming tool for creating projects that integrate media and scripts (Maloney et al., 2010). Users can utilize a paint tool, a voice recorder, or import pictures and sounds from their computer to create visuals and sounds. The colored command blocks are used to manipulate sprites (2-dimensional graphical elements) on a background known as the stage (Maloney et al., 2010). Users can save their projects to their computers or share them with other users on the internet.

Scratch appears to be an excellent tool for promoting pupils' 21st-century skills. In their study, Pinto and Escudeiro (2014) discussed this problem in depth. In terms of information and communication skills development, they noted that by including a range of media, students learn to pick, create, and manage diverse media kinds such as texts, photos, animations, and audio recordings. As a result, kids develop the ability to express themselves creatively and convincingly.

Therefore, the researcher aims to introduce a new media, namely the initial program of developing reading media that will facilitate students in the learning process, strengthen vocabulary learning experience, form an interactive learning environment in the classroom, and understand the material or especially in teaching narrative text in the classroom.

This media is expected to be an appropriate reading media in teaching narrative text in order to motivate students to read narrative text, understand the content of the text, and be able to conclude the message contained in the narrative

text. The Scratch program can be designed to develop reading media into media that can form activities that strengthen the school curriculum in learning, which will help teachers and students in the learning process in the classroom. This research aims to develop reading media through Scratch Program for teaching narrative text at eighth grade students of SMPN 35 Medan.

Text genre there are many types of texts in English because texts are written for different purposes. In general, texts can be divided into two categories: literary writing and factual material (Hall, 2001). Literary writing includes narrative, poetic, and dramatic texts, while factual texts consist of descriptive, story, explanation, discussion, informational report, exposition, and method texts. Narrative texts were used in this study to conduct the research. There are several reasons why narrative text was chosen. First, narrative text is one of the texts that junior high school students are familiar with. Narrative text is one of the easiest texts for junior high school students to understand. Secondly, based on the initial data, students have difficulty in absorbing narrative content. Since fairy tales are fictional stories, students find it difficult to understand the meaning contained in narrative texts.

Because of its extensive and sequence, narrative text is difficult for junior high school students to master. They will not understand the whole text if they skip parts of it. In addition, storytelling also introduces students to character development and their environment. Every narrative story must provide moral values, and local narrative texts introduce different moral principles to be understood. Narrative texts are texts related to a logically and chronologically related sequence of events caused or experienced as a result of certain variables.

The concepts of plot, characters, events and how they interact are essential to understanding storytelling (Anderson and Anderson, 2003).Preliminary observations of eighth grade students at SMPN 35 Medan revealed that students had difficulty understanding and reading about narrative material. This is because it is difficult to grasp the meaning of the text when reading it, therefore they cannot infer the message contained in the text. Another explanation is that they lack enthusiasm in reading the text and are bored, so they cannot focus on the content assigned to them. The students' results from reading the narrative text can be seen in Table 1.1.

Table 1.1. Students Score Reading Narrative Text

No	Name of Students	KKM	Score
1.	AF	70	58
2.	AYAS	70	50
3.	AM	70	52
4.	AF	70	50
5.	AAM	70	52
6.	AFA	70	50
7.	BIDT	70	70
8.	CF	70	52
9.	CCT	70	50
10.	CRF	70	60
11.	DRAM	70	50
12.	SSRYNS	70	60
13.	FR	70	56
14.	FGT	70	60
15.	GSS	70	50
16.	HBOS	70	70

17.	HHS	70	68
18.	IS	70	50
19.	JMCM	70	65
20.	JAPS	70	50
21.	KDA	70	52
22.	MAP	70	50
23.	MNAL	70	70
24.	NK	70	50
25.	NAR	70	60
26.	NLP	70	70
27.	OMS	70	55
28.	QNNZS	70	50
29.	RDST	70	60
30.	RS	70	60
31.	SWM	70	56
32.	YGL	70	55
Total	**Mean**	**70**	**56.60**

Based on the table above, we can see that the average student is dissatisfied (56, 60). The students are still far below the Minimum Learning Completion (KKM) standard set by the school, which is level of 70.00. It means that students in the eighth grade at SMPN 35 Medan have poor reading skills.

Based on interviews conducted with the eighth grade English teacher at SMPN 35 Medan, he said that the media that are often used in learning English in the classroom are whiteboards, flashcards, and posters. Students in Grade VIII immediately know that they will see whiteboards, flashcards, and posters when

the teacher is preparing for learning, and the media used when learning to read in class are speakers, laptops, audio, audiovisual, infocus, and pictures.

According to the results of our interview, the researcher also asked about the learning material in the eighth grade, the researcher conveyed that the researcher was a PLP student who taught in the eighth grade last semester, and the researcher concluded that eighth grade students had difficulty understanding the meaning and moral message contained in narrative text, and also the researcher conveyed that the reading ability of eighth grade students was low. And the class teacher said that what the researcher concluded was true, that eighth grade students had difficulty understanding the meaning and moral message contained in narrative text and students' reading skills were low, and the class teacher stated that this was the reason he wanted to use the Scratch program used as a reading medium to improve students' reading skills in learning narrative text, and he hoped that it could be a stimulus in learning narrative text to improve students' reading skills. The reading skills of students in class VIII at SMPN 35 Medan are still low because students' interest in reading is still low, as are their reading skills in reading narrative texts. The use of media is very necessary to improve students' reading skills in reading narrative text so that they can understand and conclude the content or messages contained in the text. There is an influence between reading skills and the media used because the media becomes a stimulus to increase reading interest. students and become a distributor of messages to achieve learning objectives.

The difficulties faced by students in reading narrative text are usually the lack of student interest in reading the narrative text and the difficulty of students in understanding the content and concluding the messages contained in the narrative text. The media that he uses to improve students' reading skills in teaching narrative text are student textbooks, computers, laptops, and speakers. He shows students narrative text accompanied by pictures. The advantages of the media can help students be able to understand the narrative text. While the use of media is less efficient, the development of media required to improve students' reading skills includes pictures, animations, games, and other creations that make the learning process more interesting and students happy to learn. Pictures, animations, games, and other creations that make the learning process more interesting and students happy to learn to improve students' reading skills are examples of media development needed to improve students' reading skills. So it is very necessary to use reading media through the Scratch program so that narrative text learning is more efficient, makes the teaching and learning process in the classroom interactive and fun, and can improve students' reading skills.

Concept of Narrative Text Kane (2000) defines "narrative text" as a series of meaningful events expressed in words. It may be a made-up fiction or based on real events. Narrative texts also include stories about animals (fables), citizens (folklore), and legends (Mukarto, 2007). A narrative text is a written text that has a message that seeks to help the reader understand the meaning of the story in order for the reader to understand the implicit moral lessons that the author wants to express in the narrative text.

Anderson and Anderson (1997) define narrative text as text that tells a story while entertaining and instructing the reader or listener. The difficulties that teachers often face in the teaching and learning process in the classroom, the low interest of students in participating in the teaching and learning process well in class, so that students find it difficult to understand the material taught by the teacher, this also happened to the eighth grade students of SMPN 35 Medan who have difficulty understanding narrative text taught by the class teacher.

Teachers usually use whiteboards, audio, and audiovisual devices in the classroom. The disadvantage of using media in the classroom teaching and learning process is that it takes a long time to prepare and use, but the advantage of using media in the classroom teaching and learning process is that students are interested in learning and understanding the material taught by the teacher. In addition, textbooks and workshops are the only accessible materials to use in the teaching and learning process. Despite the availability of computer labs, Wi-Fi, LEDs and projectors in schools, instructors rarely use digital media or software to solve problems. Tileston (2005) stated that it plays an important function in facilitating English language development. The use of varied media is one way to increase students' interest in learning English. Currently, software and mobile applications with integrated instructor and student interaction are being developed to be used as teaching and learning media.

By using Scratch Program as a reading media to enhance the learning of narrative text, this study intends to improve students' reading ability and learning motivation in understanding a text. Scratch Program is expected will be the appropriate media used in improving skills in reading and understand the a text in

teaching narrative text to achieve learning objectives in eighth Grade of SMPN 35 Medan. Based on the problem, the researcher concluded that the difficulty in reading narrative texts is due to the lack of media to motivate students to read, understand and conclude the messages contained in a narrative text. Thus, it is intended to develop reading media through a scratch program in teaching narrative texts.

This study aims to improve students' reading ability and learning motivation in comprehending a text by utilizing Scratch Program as a reading media to promote narrative text learning. The Scratch Program is intended to be a suitable media used in improving reading and comprehension skills in teaching narrative text to meet the learning objectives in grade eighth at SMPN 35 Medan. The study found that the difficulty in reading narrative texts was due to the lack of media to encourage students to read, analyze, and infer the contents included in problem-based narrative texts. Therefore, it is intended to create reading media using a Scratch Program in order to teach narrative text.

This research will Develop Reading Media Through Scratch Program for Teaching Narrative Text at Eighth Grade Students of SMPN 35 Medan. This research will create a Scratch program for narrative text learning in class VIII students of SMPN 35 Medan. Narrative text is an important topic in English. Narrative text is used in all levels of education, including junior high school, high school, and even college. And the subject of this research is junior high school.

1.2 The Problem of the Study

The researcher found a problem based on the research background: How is the development of reading media through the Scratch Program for teaching narrative texts to eighth grade students of SMP NEGERI 35 MEDAN ?.

1.3. The Objective of the Study

The objective of this research based on the research problem is to develop reading media through the Scratch Program for teaching narrative text to eighth grade students of SMP NEGERI 35 Medan.

1.4 The Scope of the Study

Based on the research background, this study will discuss the development of reading media through the Scratch Program for teaching narrative text to eighth grade students of SMP NEGERI 35 MEDAN, with the aim of helping students find the meaning of the story in reading simple narrative texts in the form of legends and fables, depending on the context and use. The media will also be limited to narrative content. The level of students being studied is grade eighth of SMPN 35 Medan.

1.5 The Significances of the Study

The findings of this study are expected to make the following theoretical and practical contributions:

1) Theoretically, the findings of this research can provide information, references, and theories to the reader related of how to develop reading media in teaching narrative text in Junior High School.

2) Practically, the final product of this research is the Scratch Program as a media reading, can be recommended reading media for teaching narrative text to eighth grade students of SMPN 35 Medan, as it arouses their interest and willingness to read and understand the text. In addition, it will help the teacher to achieve the objectives of the teaching and learning process.