

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the study undertaken. It includes background of the study, statement of the problem which presents the formulated questions to be investigated in this research, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

1.1 Background of the Study

Reading is the meaningful interpretation of printed or written verbal symbols (Harris, 1975). Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer. The reading process involves both the acquisition of meanings intended by the writer and the reader's own contribution in the form of interpretation and evaluation of and reflection on those meanings.

In order to get information from written sources, reading skill is very important to be mastered. It will allow them to continue developing other skills that they have acquired in the classroom. For students, reading is one of the primary* sources to obtain information. Students must be able to comprehend and understand what they read.

However, in foreign language reading is not an easy thing to do. Many students have difficulties in reading, for example when the students need to read a text, not all of them are able to find the correct information based on the text they have read. Brashdi (2006) stated that one of the students' problems in reading English is the lack of vocabulary. Otto and Chester (1976, p. 6) also explained that reading is a complex act, it involves a number of processes before the readers get the information that they need. When the students cannot comprehend a text well because they find some unfamiliar word, teachers need to create some

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THE USE OF ANIMATED VIDEO IN IMPROVING STUDENTS' READING SKILL

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activities to optimize the students' ability in understanding information from a text and to enrich students' vocabulary.

In Indonesia, English language learning has been introduced to children since elementary school but there is a presumption among Indonesian students that learning English is difficult, challenging and time-consuming. The limitation of facilities owned by the school is also one of the inhibiting factors on students' English language learning in school. Therefore, the information and knowledge presented by the teacher are often unacceptable or cannot be understood by learners.

There are many possible reasons why students think that reading English text is difficult to learn. First, according to Nurkamto (2000), cited by Juhaendi (2013), most school in Indonesia, especially junior high school use a method which makes students passive learners. Second, the use of teaching media to deliver the material to the student has not been too effective. Some of them still confused finding the appropriate teaching method and media to be applied in the classroom.

During this time, the media that is often used in the learning process is just a tool or media that has been available in the school such as a map, atlas or globe. As a result, the media is less effective or even not suitable with the subject matter, the teacher has to say. This condition causes the English learning process becomes boring, so the students are not motivated to learn and as a result the learning score in English lessons were not as expected beforehand. Whereas according to the development of science and technology, learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as audio-visual tool has advantages over other media, as stated in Sadiman, et al (2008, p. 9) that the use of audio visual aids such as animated video functions as a medium conveys the message or the information in the study. The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning score.

Animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harclerod (1977, p. 232) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

There were some researchers investigating the use of media in teaching English. D'Alton (1998) has conducted a research titled *Teaching with Video*. Berk (2009) published an article titled Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. In Indonesia, similar study has been researched by Nurmayasari (2011). The research presents the report on the use of audio visual aid in teaching speaking. Those previous researches only focused on increasing other language skills, which are speaking and listening. Regarding to the reason above, this study is aimed to fill the gap by analyzing the effect of animated video in teaching reading.

Based on this background, the purpose of this research is to find out the effectiveness of using animated video as a media in teaching English to students' learning score.

1.2 Statement of the Problems

The following are the research questions of this study.

- 1) Does animated video increase the students' score in reading skill?
- 2) What are the students' responses to the use of animated video as the media in teaching reading?

1.3 Aim of the Study

In accordance with the research questions above, this study aims to meet the following purposes.

- 1) To find out the effectiveness of using animated video as the instructional media to increase students' learning score in reading skill.

- 2) To find the students' responses toward the use of animated video as the instructional media in reading skill.

1.4 Scope of the Study

This study focuses on analyzing the influence of the use of animated video as media in teaching reading skill to ninth grade of junior high school students' learning score.

1.5 Significance of the Study

The result of this study can give some contribution in terms of theory and practice. Theoretically, this study is expected to give some contributions to the field of education especially in teaching English. The focus is on the effectiveness of the use of animated video as the instructional media and the students' responses towards it in teaching and learning reading of ninth grade students. Practically, the result of this research hopefully can help teacher to create meaningful teaching for students and at the same time it may motivate students to learn English especially in reading.

1.6 Clarification of Terms

To avoid the misinterpretation, misunderstanding, and misjudgments toward some concepts presented in this study, this section will clarify some terms, which are:

- 1) **Animated video** is the media that will be used in teaching English to find out the influence of that media to students' learning score. The videos in this research will be adapted and taken from a YouTube channel named *Telmo and Tula, educational cartoon for kids - Little cooks recipes & crafts*, with entitled *Telmo and Tula - Chocolate cake recipe to cook with kids*; *Telmo and Tula - Tuna Sandwich*; and *Telmo and Tula - Fruit Salad*.
- 2) **Reading** is the ability to recognize printed symbols and to comprehend their meanings. (Haris and Sipay, 1980, p. 8). Burmaster (2005, p. 13) also

states that reading is process of determining words and phrases in context and understanding text.

- 3) **Teaching and learning process** is a process of delivering a message from the message source through a particular channel or media to the message recipients. In this research teacher will use animated video to support the learning process.
- 4) **Student learning score** are the values obtained by the students during the lesson in the classroom with the teacher.

1.7 Organization of the Paper

This paper is organized into five chapters. Each chapter is divided into subtopics that elaborate the issues investigated.

CHAPTER I : INTRODUCTION

This chapter provides a brief explanation of the whole content of the research. The chapter states the background of the study, statement of the problems, the aims of the study, scope of the study, benefits of the study, clarification of terms, and organization of the paper.

CHAPTER II : THEORETICAL FOUNDATION

This chapter discusses some theories about teaching media and the influence of teaching media on students' learning score for the research. This chapter describes some theories underlying the current research to make the study clearer. The study adopts the theories from some references which are appropriate for this research. The chapter is divided into three main theories. They are reading skill, teaching reading, and the use of animated video as the media in teaching reading. Moreover, some previous researches in the field of using video as the teaching media are also presented

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives clear explanation about how the study conducted and analyzed. It describes the procedures of the study in order to figure out the answer of the questions previously stated in chapter one. The discussion includes location, population and sample; method and strategy of the research; data collection technique; research procedure; research instrument; techniques and result analysis of instrument; and table of research procedure

CHAPTER IV : FINDINGS AND DISCUSSIONS

This chapter will analyze and discuss the findings of the research clearly. It provides the conclusions based on the findings and discussion in the previous chapter. This chapter also presents some suggestions and recommendation for the follow up studies.

CHAPTER V : CONCLUSION AND SUGGESTIONS

This chapter shows the entire conclusion of the research based on the analysis in the previous chapter. The conclusion states the answers of the researcher's questions about the influence of animated video as a media in teaching English on the students' learning score. Furthermore, some suggestions are provided in this chapter