

CHAPTER I

INTRODUCTION

This chapter discusses some aspects related to the topic of this research. It consists of six parts: background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

English is very important to be learned in globalization era. English is international language that is used as global communication. It means that English is learned and used by people in the world to communicate between countries. In Indonesia, English is not a second language but it is a foreign language that is not used in daily communication. As an International language, the government of Indonesia chooses English as the first foreign language to be one of the subjects in the school. English is taught from the elementary up to university level.

English is one of the subjects that are tested in National Examination for junior and senior high students. In addition, there are many sources at the university level that are written in English. Thus, English has been an important subject to be learned. There are four English skills that are taught, such as listening, speaking, reading and writing. In Indonesia, the students only accept English in the classroom and most English classes are taught in Indonesian. As the result, their English are not satisfactory. In this case, the Indonesian students are weak in English reading comprehension.

Reading as one of the language skills for academic success. Reading activities can broaden the students' horizons to get knowledge and information. According to Harmer (2001:210) that reading is useful for language acquisition. It means, people are getting more things when they read and they will remember

some parts of the language in a text as part of the language acquisition process. Then, reading can improve their vocabulary, spelling and writing.

Reading comprehension is not easy for the students. Many students have problems in reading and not all students have a good reading ability that is targeted in the curriculum. The problems are they are not interested to read because they do not know about the text and the teaching learning process is bored. According to Utami (2018:55), the students have the difficulties in reading comprehension because the students do not understand about the meaning of the text. It based on the result of the research in SMAN 7 Banda Aceh that the students have mean scores in the below of the passing grade. In this case, the teachers should know how to teach reading well, to make the students understand, and enjoy the learning because it will give the good effects to the students.

Based on the description above, the teachers need to find out the strategy such as using the media. It is one of the factors that can influence the effectiveness of teaching and learning of reading. The media make it easier and more attractive to the students in reading learning. The teachers can use audiovisual as a media to improve students' reading comprehension. The examples of audiovisual media such as radio, cassette, music, video, film/movie, television, etc. One of the strategies that be used in improving reading is audiovisual. It contains pictures and sounds that can be heard and seen.

That media now can be easily accessed online from the internet is YouTube. Youtube is a popular site that shares various videos. Many people use Youtube as a tool to improve their reading comprehension skills. According to Alwehaibi (2015) that Youtube can improve language learning, especially reading skill. By using Youtube, students can search various videos such as animation videos to improve their reading skills so that it helps them to remember more easily.

Using animation video with supported by the subtitle in the learning will be interested and delightful. The students are more interested in animation because they watch it as an entertainment and they will get a tool to relax. The

students will also hear the audio while in watching the video and reading the subtitle. Thus, the story in the video will be easy to remember and understand. Using animation video can help them to improve their reading skill.

These things are same as the condition of the students toward the English learning at SMK PGRI 13 Surabaya. The school is a vocational school that has more practice in certain fields than theory. Thus, English at SMK PGRI 13 Surabaya is only obtained when the students attended English learning. In the reading learning, The English teachers only use the printed books as the learning media. The students only get an explanation from the teacher as a theory and read aloud a text in the printed book as a practice before they answer the questions related to the text. Based on the information from the English teacher at SMK PGRI 13 Surabaya, most of the students do not like the English learning, especially in reading because they do not know the meaning of the text that they read so they have difficulty in answering the questions. The students can only read a text even though not all students are fluent in reading, but they do not understand the context of the text. So it makes the students read when the teacher asks them to read, but they don't read when the teacher doesn't ask them to read.

Based on the explanation above, the researcher wants to propose a technique that hopefully can improve the students' reading comprehension. She wants to know whether animation video is effective to improve students' reading comprehension. By the reason above, the researcher would conduct a research entitled "The Effectiveness of Using Animation Videos from Youtube to Improve Students' Reading Comprehension at Tenth Grade of SMK PGRI 13 Surabaya".

1.2 Statement of The Problems

Based on the background mentioned above, the problems can be identified as follows :

1. Are the animation videos from YouTube effective to improve students' reading comprehension?
2. How are the students' responses to the animation videos from YouTube?

1.3 Objective of The Study

Based on the problems above, the objectives of the study can be identified as follows:

1. To know whether the animation videos from Youtube are effective to improve students' reading comprehension.
2. To measure the students' responses of using animation videos from YouTube in reading comprehension.

1.4 Significance of The Study

The result of the study is expected to provide useful information about the effectiveness of using animation videos to improve students' reading comprehension. It is expected that the findings can contribute to the group of people, as follows :

1. For the English teacher

It gives the alternative technique in reading comprehension by using animation videos from Youtube. English teacher can use the method, strategy, and media which can help the students to improve their reading comprehension.

2. For the students

The students can take new method to improve their reading by colorful media, so they never feel bored and the students can improve their comprehension by using the method.

3. For the researcher

The researcher gets knowledge and experience in finding a new method of teaching English, especially in teaching reading.

1.5 Scope and Limitation of The Study

The scope of the study is teaching. The writer limits this study only on the effectiveness of using animation videos in Youtube to improve students' reading comprehension

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation, the researcher gives some definition of key terms.

1. Reading comprehension

An activity of the reader to process text, understand its meaning, and integrate it with what the reader already knows.

2. Narrative text

An imaginary text story to entertain the readers.

3. Animation videos

A media includes cartoons or films that are designed to move and appear to be alive.

4. YouTube

A popular web video sharing site that has many various video can be accessed.