

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories related to this research. They are reading and reading comprehension, reading comprehension teaching and learning strategies, animation videos, YouTube, teaching reading comprehension by using animation video, review of previous study, conceptual framework, and hypothesis of the study.

2.1 Reading and Reading Comprehension

Reading is a process to gain the message of the reading that is delivered by the writer to the reader. Lems, et All (2010: 170) states that reading is the ability to know the meaning from a given written text. Reading as a way to gain the information from the written sources. People can rule the world and their views will become more open to new things that are not known before by reading. It means that reading is an important skill for the students to learn. The students can broaden the horizons of knowledge, expand information for them and get the creative ideas so the students can think more critical in the future.

Reading is not only an activity to speak words in a text correctly, but also in order to know what is the meaning in a text. In addition, reading activities involve the ability to decode the printed words. According to Flynn and Stainthorp (2006:34) that reading is a way to decode the words accurately and understand the meaning of the text. In relation to the theory, Nunan (1999:249) adds that reading is a skill which is required to understand and interpret the meaning of the printed words.

The students will know about a text by reading. They also get the main idea of the text or the point of the reading materials. Westwood (2001:10) explains that the readers can use the information that they are gotten to predict, infer and make connections. The students can identify the words quickly, know

the meaning of the words in the text and combine units of the meaning into coherent message in order to understand a text.

Reading can improve vocabulary and grammar understanding of the students. In the context, the students will see new words, new phrases, and grammatical structures. The students can improve their spoken English by repeating the same vocabulary and language. In this way, reading helps the students to speed up the learning process that passive comprehension becomes active knowledge. The more students read then the students' English spoken rapidly increases.

According to Snow (2002:9), Reading comprehension is the process of taking and constructing the meaning that exists in a text. By doing the process, students are expected to find the content of reading material and achieve its objectives. According to Dymock and Nicholson (2012:7), there is a simple way to define reading comprehension in which there are two components for reading. These components are decoding skill and language comprehension. Both skills are fundamental to reading comprehension. Decoding skill is the ability to speak words fluently while reading the text. Understanding of language in an English speaking environment is the ability to understand spoken English. Dymock and Nicholson add that these components are quite separate. The function of decoding is a way to identify the words on the text and read it fluently. The function of language comprehension is a way to construct the meaning conveyed by the text.

Dymock and Nicholson (2012:7) also state that there is a relationship between language comprehensions and decoding that is vocabulary knowledge which is part of language comprehension. Readers can be easier to be good at decoding with vocabulary knowledge. Decoding is a limited skill which means that readers can very quickly gain the ability to read words accurately and easily so the reader can focus more on understanding. There are important things to understand such as knowledge, sophistication of grammar and vocabulary. Understanding language is an unlimited skill which means that knowledge, the

sophistication of grammar, and vocabulary knowledge cannot be learned quickly because it all comes gradually.

2.2 Reading comprehension teaching and learning strategies

Teaching is a process of transforming knowledge to help people in developing their skills, attitudes, ideas and appreciations. According to Spence (2015), there are several important reasons for teaching reading comprehension. The first is some students think that reading is the same as saying the word correctly. In fact, reading is more activity than that. Reading is not only part of the activity of recognizing the words accurately and quickly, but it also has a part of understanding. The students should be able to understand, think about content in a text and manage a text. The second is a comprehensive helps the students to engage with the text. The students can become active readers by interacting with the text. The students have many questions in their mind about the text when they read so they are curious and interested in the text. The last is that students will find things that they do not understand. In this case the teacher needs a strategy to solve the problem.

Learning strategies is the way that can have a wide range. The strategies can influence learning and completion of simple tasks. According to Spence (2014), there are five learning strategies to improve reading comprehension, as follows:

1. Think and build students' background knowledge

The big problem for the students as readers is comprehension especially for the students who do not like reading. The teachers can instruct students to read titles of texts, topics, and ask them what happens in the story based on what they know. The students use their background knowledge when they read the text to help them to understand the text. For the students who do not have the background knowledge, the students will be difficult to predict what will happen next in the story of the text. In this case, the teachers can give the students with

the interesting images, charts, maps, illustrations or videos related to the reading texts to integrate their background knowledge.

2. Introduce vocabulary

Introducing vocabulary is an activity to build the knowledge in a subject. Typically, the background knowledge of the students has an effect on their vocabulary. If their vocabulary gets more, then they have good background knowledge. In this case, the teacher can introduce the vocabulary in a text in a visual and direct way. The teachers can provide the understandable definitions and examples.

3. Build fluency

The students' reading fluency can also affect their comprehension. The students will not read fluently if the text is too difficult. In this case, the teachers should ask the students to reread the text. In reading, the students will be better in comprehension.

4. Read different types of text

Reading some different types of texts can help to build students' comprehension. The teachers can give various selections of fiction or non-fiction texts with different genres and subjects so the students' knowledge is widespread. The teachers can also provide photos or videos to support students' understanding of the text.

5. Give meaning after reading activity

The purpose of reading is not just to read, but it is helped the students to remember what they have read. The teachers can ask the students to explain their thoughts about the text to make them more critical.

2.3 Narrative Text

Narrative text is a story with a troubled event and there is a solution to solve it. According to Coffman and Reed (2010:7), the narrative is often called the story grammars that focus on the background, the character, the plot and the resolution for problems or conflicts. The purpose of narrative text is the text to entertain the reader with a story. Narrative text has three general structures such as orientation, complication and resolution. In the orientation, the reader is introduced to the main character of the story and possibly some other characters as well as the setting or location of the story. In the complication, the reader will find some problems faced by the main character. At the resolution, the reader will find a solution to the problem of the story. There are several narrative types of the text that cover a wide range of subjects, ideas, and author styles. These are fairy tales, fables, legends, mysteries, fiction, adventures, fantasy, folktales, and humor.

In addition, Derewianka (1990:32) states that there are several grammatical patterns in the narrative text. They are: using the particular noun to describe certain people (animals or objects in the story); using the adjective to describe nouns, using the time connectivity to sequence events through time, using the adverb to describe verbs, and using the past tense.

2.4 Animation Videos

One of the alternative media applied to language learning and teaching is the video. It is one category of audiovisual media. According to Artanti (2015:8), there are some advantages of video in the learning process such as the video can motivate and create the interest of the students in the learning because they will be focus of the video and the video can be described an objective way or interpreted, thus the students can be easy to understand the vocabulary in the video because usually the general meaning and moods can be delivered by the expression, gesture, and other visual clues.

According to Nurizmawati and Arifin (2015:5), the video capability to visualize the material in order to helps the teacher to introduce the topics and

deliver the materials. For example, the teachers want to show materials like certain motor movements, facial expressions, and specific environments. The teachers can focus on specific sections to be shown to the students then the students will also more easily do what they see in the material of the video presented rather than through the books or pictures. The video learning will greatly help the students in imitating, following, and understanding the action sequences of the video content to master the learning. The video can make learning in the classroom more interesting. The video can make the students have different learning styles. With the video in the learning, the students can watch the video more than once. They can replay the video anytime to practice English.

According to Gallacher (2003), there are several types of videos that can be used in language teaching and learning such as animations or cartoons, educational programs, TV commercials, music and drama. One type of the videos used in this research is animation video. Animation video is the moving images that look like life. According to Harrison and Hummell (2010: 20), the animation video is the collection of the images that are displayed quickly to be projected to produce the illusion of movement.

The animation videos are created by manipulating visual images as the development of computer software to attract interest. The animation video is kind of the instructional media which is designed by the motion picture, the art of technique and the process of the technique itself in the life and the motion which is shown on the un-lived object to looks like a lived object (Artanti, 2015:8). Thus, the use of the animation videos will make the students are interested in the learning. There are some websites that provide the videos that can be accessed for use in teaching and learning activities such as *www.youtube.com*, *www.bbc.com*, and *www.bookbox.com*. In this research, the researcher chose the videos for the learning from YouTube.

2.5 YouTube

YouTube can be a tool that can help the students in the learning (Hayikaleng, et all, 2016). YouTube is a popular web video sharing site since 2005. In the present, there are many students can use YouTube as a means to develop their language learning then YouTube can also improve the students' reading comprehension. In addition, YouTube has many videos that can be accessed for the students to construct the meaning and provide critical thinking. For the teachers, YouTube connects the students with the real-life nature. The videos can be seen and heard by students in order to help the students to remember easily in the language learning process. YouTube provides many animation videos in the various forms such as narrative stories, self-introduction stories, etc.

2.6 Teaching Reading Comprehension by Using Animation Video

Animation video can motivate these students in reading and understanding the content so it can improve the students' learning result. According to Dahar (1996) that by watching the animation video, the students can have the skill with a special interest to learn and think. Animation video can be a media in the learning activity to motivate the students in order to get feedback with maximum result in gaining the learning achievement. According to Harrison and Hummell (2010:21), Animation video can give the experience and the competence of the students in the various materials. The teachers can provide the simple animation video to the students in providing the learning material to build the students' understanding of the material.

According to Yaziddah (2014:27), many people use the audio-visual media in their various activities. Yaziddah also adds that the vision is more powerful than the hearing. It means that when the video is playing, people can see and listen to the video but they tend to remember what they see rather than what they hear. When people see a video that is supported by the subtitles, they will tend to read the subtitles in the first while watching and listening to the video.

Yaziddah adds that the video makes a clear meaning by connecting the words and the moving pictures. The moving pictures in the video will help the students if they do not understand the word or the sentence from the subtitles. The pictures will explain the meaning of the subtitles. Based on these things, the video is very useful in improving students' reading comprehension because the information in the video is clear. So the students are easier in interpreting the messages in the video.

Based on the explanation above, the animation video can improve the students' comprehension of the context of the story and can motivate them in the reading skill. The researcher used animation videos from YouTube entitled "Goldilocks and The Three Bears" and "Jack and The Beanstalk". The videos were chosen by the researcher because the videos have the subtitles, moving colorful pictures, and clear information that give the visual clues such as the gestures, the movements, and the expressions of the characters of the videos in order to make the students easier to understand the text.

2.7 Review of Previous Study

The researcher found two relevant studies related to this study. These are as follows:

1. The study was done by Izzatul Yazzidah from Jember University with the title "The Effect of Using Cartoon Video on Reading Comprehension Achievement of The Eight Grade Students of SMPN 1 Giri". The objective of the research was knows whether there was an effect of using cartoon video on reading comprehension achievement of the eight grade students of SMPN 1 Giri or not. The researcher used quasi-experimental design with quantitative method. The experimental class got a treatment using cartoon video on the reading learning while the control class did not get a treatment on the reading learning. Both classes got the same pre-test and post-test. The instrument were used in this research were pre-test, treatment and post-test. The result showed that the relative effectiveness of using cartoon videos on reading

comprehension is higher than teaching reading comprehension without using video cartoons or using only printed books. It had been calculated by using SPSS. The result of this research showed that there was a significant effect of using cartoon video on reading comprehension achievement.

2. The study was done by Rufaida Nurin from Muria Kudus University with the title “Improving Students’ Reading Comprehension on Narrative Text Using Animated Video at Eleventh Grade Students of MA Nahdlatul Muslimin Kudus”. The objective of the research was to find out the animated video can improve the students’ reading comprehension on narrative text at eleventh grade students of MA Nahdlatul Muslimin Kudus and to get information about the students’ responses of the students’ reading comprehension on narrative text. The researcher used Classroom Action Research (CAR) design with qualitative method. This research used two cycles that each cycle has four steps such as planning, acting, observing, and reflecting. In collecting data, the researcher used tests, observation sheet and questionnaire. The test was conducted after the teacher taught narrative text by using animated video. The result showed that the students’ score increased in each cycle. The average score of the students increased from 69 to 75.8 in the first cycle. In the second cycle, the average score of the students increased to 87.5. The result of this research showed that the use of animated video can improve students’ reading comprehension on narrative text at eleventh grade students of MA Nahdlatul Muslimin Kudus. In addition, the result of the observation sheet showed that the animation video was effective to teach reading in narrative because some reason. The first, the students were interested to read English story and watch the picture of the story in the animated video. The second, the students could understand the story easily from the animated video. Next, the students also got some vocabulary that made them knew about the meaning of the story in the animated video. The last, the students were more interested to read a story in the animated video than a story in the printed book.
3. The study was done by Dea Utami Permatasari from Ar-Raniry State Islamic University with the title “The Effectiveness of Movie Subtitle to Improve

Reading Comprehension". The objective of this research was to know whether the movie subtitle is effective to improve students' reading comprehension. The researcher used quasi-experimental design with quantitative method. The researcher used a treatment using movie with subtitle on reading learning. The data results were gotten from the pre-test and the post-test. The instrument were used in this research are pre-test, treatment, post-test and questionnaire. The result showed that the post-test score of the students after using movie subtitle on reading comprehension was higher than the pre-test score of the students before using movie subtitle. Besides, the result of the questionnaire concluded that 69.2 % students agreed that the movie subtitle helped them in comprehending the text. The result of this research showed that there was a significant effect of using movie subtitle to improve reading comprehension.

The previous studies above showed that both researches were conducted by the researchers were success. These previous studies used as references for the researcher to conduct this research.

2.8 Conceptual Framework

There is advantage for the students use animation videos to improve their reading comprehension. By watching animation videos, the students not only watch the video with subtitle but also hear the sounds so the students can be easy to understand and remember about the content of the story.

2.9 Hypothesis of the Study

H0 = The animation videos from YouTube are not effective in improving students' reading comprehension.

H1 = The animation videos in YouTube are effective in improving students' reading comprehension.