CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, questions of the research, objectives of research, significance of the research, and scope and limitation. Definition of the key terms and organization of the research are also presented in this chapter.

1.1   Background of Research

Discussing education is very crucial and interesting. Education has been discussed by many stake holders and educators. According to the National Education System Law (2003:1) "Education is the conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for student". Basically, every country expects for their development to grow better. It is the crucial role of education.

By having a good education, it can determine whether a country can be called as a developed or advanced one. "Education as power means competent and strong enough to enable us, the majority of people, to decide what kind of a world" (Brameld, 1999:2). Thus, if a country gives a high concern on the education of their people, it will be helpful to the development of the country itself.

The subjects which are taught in schools are varied, for instance, religion, language, social, science, mathematics, computer, and so forth. Everyone has the rights to be educated in every country, whether they are poor or rich without any discriminations. According to Bernard in UNICEF (2000:04):

"In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the center. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction".

Based on the expert, it is true that people have rights to be participants in education. It is used to achieve their knowledge, apply their skills, and know how to behave in environment. So, education covers all aspects in people's lives.

The research discusses merely about language that has been taught by many schools especially English for the eighth grade students. In modern times, English has become an international language because of the globalization era and many tourists come to Indonesia either for business or pleasure. Therefore, learning English is an obligation subject in school. If the country does not want to be left behind by other countries, many schools should have provided English subject.

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. As we understand that, learning a foreign language is more difficult than learning a national language or a mother tongue. It is because the foreign language has completely different aspects and systems which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. Besides that, we also remember that there are some important factors in foreign language learning, which will mostly influence students, or learners in mastering the language. Broughton described about teaching English as a foreign language (1993:5);

"There are two main kinds of motivation in foreign language learning is instrumental and integrative. When anyone learns a foreign language instrumentally, he needs it for operational purposes—to be able to read books in the new language, to be able to communicate with other speakers of that language. The tourist, the salesman, the science student are clearly motivated to learn English instrumentally. When anyone learns a foreign language for integrative purposes, he is trying to identify much more closely with a speech community which uses that language variety; he wants to feel at home in it, he tries to understand the attitudes and the world view of that community".

It is true that when people learn a foreign language, they must have two kinds of motivation, instrumental and integrative. People will learn foreign language instrumentally if they want to read any kind of book in the new language and able to communicate with other people in that language. Meanwhile, people will learn foreign language in integrative purpose if they want to understand the attitudes or other community world view.

Recently, English seems to be a need. It is signed by the development of a number of English courses everywhere. Carrion (2013:1) describes "English can be at least understood almost everywhere among scholars and educated people". English has been taught even from the early childhood education. The target that both schools and many English courses expect is to communicate by using English smoothly and fluently. Communication is the activity to convey meaning through the exchange of thoughts, information, or expressions. Therefore, English was developed to achieve the skill of communication either written or spoken.

According to Lim (2014:1) stated When we think about English skill, there are four the English skills, (listening, speaking, reading and writing), reading is the most emphasized in English teaching and learning process. Quite simply, without solid reading, second language readers cannot perform at levels they must succeed in reading. Thus, reading is not passive but rather an active, involving the reader in

on going interaction with the text. Furthermore, reading constantly involves guessing, predicting, checking, and comprehending.

In reading, students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. This is particularly true of better readers; what may be undesirable as routine procedure has real value as an occasional variation. Reading is one of the skill that is quite important is reading skill. So, teachers must provide media in the learning process in order to trigger their interest to improve reading skill. They can be audio, visual, or audiovisual media. By using varied media, it is expected that students can enjoy and understand learning English. In this case, in the way they emphasize their reading skill.

By seeing the problems, it is important that a study of English especially in reading should be done. Therefore, the researcher took the title "Teaching Reading Comprehension by Using Flash Media Animation in the Eighth Grade at Elkisi Junior High School Mojokerto". Moreover, teaching reading comprehension by using flash media animation that is still hard to find and not accustomed used by teachers in teaching.

Researcher examined this title because sometimes reading overlooked in language teaching. Many teachers focus on presenting and practicing language they practice the skills of speaking and listening in class they might set writing task for homework. As Pollard (2008:4) said "Reading is considered by many to be the neglected aspect of language teaching". Furthermore, the reason why the teacher used flash media because it can make students become more interested in learning English. It can add insight animation as well. According to Rahim (2011:5) *"Menggunakan media flash bisa menambah wawasan pada bidang animasi yang*

jarang di bahas dalam pendidikan". So, it can be said that learning by using media flash can make students to be creative

1.2 Questions of the Research

The researcher formulates the following major study questions:

1.2.1 How are the technique of teaching reading comprehension using flash media animation implemented at the eighth grade at Elkisi Junior High School

1.2.2 What are the effects of using flash media animation for students in their reading comprehension?

1.2.3 Why is flash media animation used to teach reading comprehension in the eighth grade of Elkisi Junior High School?

1.3 Objectives of the Research

Derived from the questions above, the objectives of the research are:

1.3.1 To find out the implementation of the techniques in teaching reading comprehension using flash media animation

1.3.2 To reveal the effects of using flash media animation for the students in their reading comprehension

1.3.3 To find out why flash media animation is used in teaching reading comprehension.

1.4   Significance of the Research

This research has significance in both practical contribution and theoretical contribution. In practical contribution it can make teacher know how to teach reading using flash media animation to make the students feel not bored and love learning English, and then can make students understanding what they read. According to Hayden (2012:2) "Reading comprehension can make student understand what they read and they can make meaning from the word on the pages".

While theoretically this research contributes any information in developing teaching technique of reading comprehension by using flash media animation in the eighth grade at Elkisi Junior High School Mojokerto.

1.5   Scope and Limitation

In this research, researcher made the scope in reading comprehension. The limitation that the researcher focus on technique of teaching reading comprehension using flash media animation in the eighth grade at Elkisi Junior High School in Mojokerto.

1.6   Definition of Key Terms

1.6.1   Reading Comprehension: The understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use Media. Healy (2002:3)

1.6.2 Media: A resource that can be used most of the teachers to deliver material and challenging teacher to use it well or badly (Ferdig, 2009:4).

1.6.3 Flash animation: A program which is used to design presentation and publication the program is the supporting in usage picture, sound, and text media animation. According to Rahim (2011:4) *"Adobe Flash mampu menampilkan secara animasi dan statis dan menampilkan gambar atau tulisan juga vidio sehingga mempermudah guru untuk memberikan materi"*