CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about background of the study, formulation of research question, objective of the research, significance of the research, scope and limitation, hypothesis, and definition of key terms.

A. Background of the Research

Reading is a very important skill that the students must master. In addition, reading is an essential and foundation skill that influences the other skills such as writing, listening, and speaking. According to Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Moreover, Ahuja and Ahuja (2001: 5) also state that reading is both a sensory and mental process. It means that reading involves the senses of the students when they are reading to build and understand the meaning of the text.

There are some types of instructional media that can be employed in teaching reading within classroom such as by using flashcards, interactive DVD, brochure, magazine, storybook, etc. In technology for learning, the teachers should use a new and innovative media to create fun and interesting learning process in reading activities within classroom.

One of an innovative media is electronic storybook. Moreover, according to Moody (2010: 23) says that many parents and educators use electronic storybook. Then, many technologies have growth rapidly in this era. Furthermore, the students have grown up in the digital age and they are comfortable with technology today.

The electronic storybook is one of innovative media that can be used by the teachers for their students within classroom. The use of media in education facilitates the teaching and learning process in the classroom. Homby (2007: 953) states that media is the main ways that the large numbers of people receive the information and entertainment, which is television, radio, newspaper, and the internet. In addition, it helps the teachers transfer the materials that are related to the lesson. Besides, the use of electronic storybook gives more detailed information about the object in the content of the lesson.

Another advantage of using electronic storybook can give imagination about the content of the story that is related to the material of the lesson for the students. The students read the electronic storybook while they pay attention what they read. In addition, the students see the attractive pictures in the electronic storybook. The electronic storybook completes with attractive features to interest the readers such as sounds, attractive pictures or animated pictures, integrated texts, etc. The electronic book provides the collection of stories supported with attractive pictures to motivate and interest the students when they are reading.

The teachers can apply and use the electronic storybook in teaching and learning process as an innovative media in students' reading skill. The electronic storybook is the biggest library that collection of stories. Nevertheless, the teacher should select the electronic storybook in teaching and learning activities to stimulate the students feel fun to read the story in learning within classroom.

Besides, there are differences between manual texts (printed/ traditional texts) and digital texts (electronic texts). Reinking et al (1998: 1) states that the following important features of electronic text that printed text does not have: (a) It is interactive in the literal sense, inviting the reader to impose organizations and compose responses; (b) It can accommodate textual supports (electronic scaffolds) for poor or developing readers; (c) It invites and often requires nonlinear strategies; (d) It can incorporate multimedia components; (e) It is fluid rather than fixed. In addition, special features of electronic texts provide powerful advantages like facilitating the process of constructing meaning and assisting reader's difficulties (Reinking et al: 1998). Text features of traditional and electronic texts are completely dissimilar. For example, traditional print text is passive, non-interactive with non-adaptable features, linear, static with two-dimensional images. Additionally, reader follows the structure or plot which is designed by author. On the other hand, electronic texts typically have new format. For instance, images are more lifelike than traditional print texts (Sutherland-Smith: 2002).

Moreover, according to Coiro (2003), electronic texts combine different functions such as animations, cartoons, and audio and visual video clips. It means that electronic texts supported with an attractive features to interest the readers. In addition, electronic texts complete with sound that the readers can listen easily.

Nevertheless, there are some factors that the students feel bored when they are starting to read. In fact, the students do not enjoy the learning because they just read in printed text without pictures, etc. Actually, the teachers do not apply an innovative media in developing more interesting and attractive reading activities in the classroom. It means that the problem in reading has to do with the media used and related from the students. Thus, the teacher should apply an alternative media such as by using electronic storybook. According to Kurkjian and Livingston (2005) argued that strong features of good storybook over the ages are similarly the features of enduring e-books into the future: age-appropriate material that interests children.

The researcher found the previous study dealing with the topic to prove that electronic storybook is effective in teaching and learning process by Gangan Ganda S in year 2016. This study is quantitative inquiry. The result of the research is electronic storybook could be considered as effective teaching media. Moreover, electronic storybook could be an interactive teaching media which is easy to be implemented.

Moreover, there are some previous studies of the use of storybook in teaching and learning process. The first was thesis written by student of IAIN Tulungagung entitled "The Effectiveness of Using Story Book to the Teaching of Vocabulary for the Fourth Grade Students of SDN II Wajak Lor Boyolangu Tulungagung" by Malia (2011). This research was done in the experimental with quantitative design. The result of this research is teaching vocabulary by using storybook is more effective than teaching vocabulary without using storybook. Thus, it can be proved that the use of storybook as a medium in teaching and learning process was effective to be used.

The second was thesis written by Rachmawati (2017) entitled "The Effectiveness of Using Picture Storybook on Students' Vocabulary Mastery". This research used quantitative method with quasi-experimental design. The result of this research is using picture storybook was effective to help students to master vocabulary. It showed that there was a significant difference of students' vocabulary mastery between students who were taught by using picture storybook and students who were taught without using picture storybook.

The third was thesis written by de Jesus (2015) entitled "Best Practices for Electronic Storybook Reading with Young Children". This research used qualitative approach. The research finding suggest that there are different aspects to facilitating e-storybook reading effectively in the multimodal reading environment in early childhood classroom. Based on

the reason above, the researcher conduct research in the form of using electronic storybook toward the students' reading skill at the second grade of MTs Assyafi'iyah Gondang, Tulungagung.

B. Formulation of Research Question

Based on the background of the research, the researcher formulates the formulation of research question are as follows:

"Is there any significant difference of using electronic storybook toward the students' reading skill at the second grade of MTs Assyafi'iyah Gondang, Tulungagung?"

C. Objective of the Research

The objective of this research is to find out whether there is any significant difference of the students' reading skill who are taught by using electronic storybook and those who are taught without using electronic storybook at the second grade of MTs Assyafi'iyah, Gondang, Tulungagung.

D. Significance of the Research

1. For the teachers, they can use the result of this research as a new reference if they want to increase their students in reading skill.

2. For the school, the result of this research can give a new way in teaching and learning process at Junior High School.

3. For other researchers, this study can be a reference for them in conducting research with the same topic.

E. Scope and Limitation

This research is to describe the effect of using electronic storybook toward students' reading skill of MTs Assyafi'iyah Gondang, Tulungagung grade level year 8. Thus, the researcher needs to limit this research to the effect of using electronic storybook toward students' reading skill in recount text at the second grade of MTs Assyafi'iyah Gondang, Tulungagung.

F. Hypothesis

The researcher has two hypotheses, namely:

1. The null hypothesis (H_0): shows that using electronic storybook is not effective toward the students' reading skill.

2. The alternative hypothesis (Ha): shows that using electronic storybook is effective toward the students' reading skill.

G. Definition of Key Terms

The researcher will clarify the terms used in this research to make this thesis easy to understand. They are as follows:

1. Media

   Media is a tool that carries and transfers information to facilitate communication between the sender and receivers.

2. Electronic Storybook

   Electronic storybook is a collection of stories that showed for reading on screen such as smartphone, computer, tablet, etc.

3. Reading of Recount Text

Reading is an activity of combining information and their background knowledge to build and produce the meaning from the text about past events of what occurred and when it occurred.