

CHAPTER I

INTRODUCTION

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

A. BACKGROUND OF THE RESEARCH

Reading is one of four skills that becomes an important attention in EFL learning. It is viewed as one of the most important goals in learning English. English learners need reading to get information, pleasure, career or studying. Reading also could support the learning others skills since reading is a language skill which scaffolds other skills. Thus, reading is an activity of interpreting the written or printed texts to comprehend and achieving meaning of the texts.

Patel and Jain (2008: 113) state that:

“Reading is an important activity in life which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language.”

The statements above have the meaning that reading is very important. Reading can open our mind to get many sources of information and knowledge. From reading, the readers can know the update news; like reading newspapers, magazines, articles, and journals. To get the meaning of those texts, the readers have to understand, comprehend, and connect their own background to build the information. Moreover, according to Nunan (2003: 68), “reading is a process of readers combining information from texts and their own background to build meaning.”

Based on Curriculum of 2013, the texts taught in the 8th grade of Junior High School is narrative text. According to Anderson (2003: 8) Narrative is text that talked about story that shows the readers or listeners. Narrative texts also can amuse the readers because the characters are animals and fairies. The story seems to be interesting. But in reality, teaching reading comprehension of narrative texts is not easy after knowing the characteristics of the students.

Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meanings through interaction and involvement with written language. Snow also states that there are three elements of reading comprehension; reader, text and activity. *The reader*, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. *Text* is broadly constructed to include any printed text or electronic text. *Activity* includes the purposes, processes, and consequences associated with the act of reading. In conclusion, reading comprehension is a process of comprehending the meaning of text which needs capacities, abilities, knowledge,

and experience from the reader besides the availability of good texts and good activities. The purpose of teaching reading is the comprehension of the students toward the reading material or text.

Now days, the students not only must be able to comprehending, but also analyzing, evaluating information with critically thinking since the increasing quantity of information sources in printed or digital media. This condition causes the existence of major 21st century literacy challenge for students. These challenges are relevant with the goal of 21st century literacy challenge in reading domain, called as higher order thinking skill (HOTS). According to Hamid (2001) and Beyer (1992) Higher Order Thinking Skill requires creative thinking and high action. Hence, Rashid (2003) and Mayer (2002) stated that HOTS requires complex thinking skills such as problem solving, analyzing, creating, evaluating, and collecting information for generating an idea.

The reality of teaching and learning reading comprehension in Islamic Junior High School of Ngunut shown that students have many problems and difficulties in comprehending, analyzing, and evaluating information of texts especially narrative text. The first problem is the lack of vocabulary. It makes the students feel bored when they are studying reading because they do not know the technique to understand the reading material easily. Secondly, students' poor of knowledge how they can regulate their self to manage the strategy used in reading. Next, the low motivation of students to learn reading comprehension.

To get comprehending, analyzing, and evaluating information of narrative text easily, it should be presented as interestingly as possible in order to get full attention and concentration from the students. In this globalization era, the teachers have to realize that the students become very update with the use of technology. The technology can be accessed by computer and internet. By using the multimedia, the students can follow the teaching learning process enthusiastically. The multimedia could be videos, online games, audio materials, interesting pictures and text from internet.

Mayer (2014: 2) defines that multimedia is presented both words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video). By words, it means that the material is presented in verbal form, such as using text or spoken text. By pictures, it means that the material is presented in pictorial form, such as including illustrations, graphs, diagrams, maps, photos, animation or videos This research used multimedia especially in the form of animation video.

Ainsworth (2008: 1) states that animation is a dynamic presentation that shows the processes that change over time. While according to Heinich, Molenda, & Russel (1982: 193) Animation is technique to make film that gives motion to otherwise inanimate objects.

The main advantages of using animation videos could make the learners understand about the complex ideas easily (Ainsworth, 2008: 2). Moreover, Oddone (2011: 1) states the advantages of using videos in the language classroom are providing instance of authentic language and can be

fully exploited with the teacher's control, giving access to things, places, people's behavior, and events, proving to be particularly motivating as people find interesting real things. Besides, the animation video can guide the students to be active and more creatively in thinking.

The previous study conducted by Ouda (2012) states "The Effect of Using Animation on 6th graders' attitudes and comprehension of Short Story". The study taught the difference between the experimental group who receive training on reading comprehension skill through using animation films and the control group who receive reading comprehension classes through the traditional method. The result of study reflected improvement in the students' attitudes towards animation as a means of developing reading comprehension skills.

The other previous study conducted by Wulandari (2015) that entitled "the effectiveness of animation videos on students' comprehension of narrative texts across the vocabulary mastery of past verbs". This research states that there are three findings of her research. The first, there was a significant difference on the comprehension of narrative texts between the students taught by using animation videos and the students taught by conventional reading texts. The second, there was a significant difference on the comprehension of narrative texts between the students with the high vocabulary mastery of past verbs and the students with the low vocabulary mastery of past verb. The third, there was no interaction between the vocabulary mastery of past verbs and the animation videos.

Based on the description above, the previous researches only focused on students' comprehension on texts. The research of Ouda focused on comprehension of short stories on 6th graders' attitudes, and the research by Wulandari focused on the comprehension of narrative text across the vocabulary mastery of past verb. While, this research not only focuses on students' comprehension, but also analyzing, and evaluating information of texts especially narrative text at 8th Grade of Islamic Junior High School Ngunut Tulungagung. The similarity of this research with two researches is the use of animation videos. Based on the consideration, the resercher extends the scope of the research exploring:

“THE EFFECTIVENESS OF ANIMATION VIDEOS ON STUDENTS' HIGHER ORDER THINKING SKILL (HOTS) OF NARRATIVE TEXT FOR 8th GRADE”.

B. RESEARCH PROBLEM

Based on the background, this research focused on the effectiveness of animation videos on students' higher order thinking skills (HOTS) on 8th grade of Islamic Junior High School, the problem of the research is formulated as follows:

“Do the students who are taught by using animation videos achieve better in higher order thinking skills of narrative text that those who are taught without animation videos?”

C. RESEARCH OBJECTIVE

The purpose of the research was intended to analyze the effectiveness of subtitled animation videos on students' higher order thinking skill (HOTS) of narrative text on 8th grade of Islamic Junior High School. In other words, the purpose of this research is:

“To find whether the students who are taught by using animation videos achieve better in higher order thinking skills of narrative text that those who are taught without animation videos”.

D. RESEARCH HYPOTHESIS

In accordance with the research problem formulated previously, this research need to establish working hypothesis. The hypotheses of the research is as follows: There is significance difference students who are taught by using animation videos achieve better in higher order thinking skills of narrative text that those who are taught without animation videos.

E. SIGNIFICANCE OF THE STUDY

The result of this research is expected to have both theoretical and practical contributions to consider alternative and effective strategies to develop teaching and learning English. Theoretically, the result of this is valuable in confirming further the studies observing the effectiveness of animation videos on students' higher order thinking skills of narrative text.

Practically, the findings of this present study hopefully would give significance for language teachers and other language researchers. For language teachers, the finding of the study was expected to give meaningful insight about an effective strategy or technique in teaching reading (narrative texts) to teenagers who are pre-intermediate learners, especially by using animation videos. For other researchers, this study was expected to open a new area of research so that later there would be further research conducted to find out other effective strategies in teaching reading of narrative text.

F. SCOPE OF THE STUDY

This research will be conducted in Islamic Junior high School Ngunut, Tulungagung, Jawa Timur Regency. The eighth grade students of first semester constituted the target population of this research. They are expected to practice animation videos on higher order thinking skill of narrative text. This present research was conducted in 4 meetings. The animation videos was given to the experimental group in the 1st-4th meetings.

G. CONCEPTUAL DEFINITION OF KEY TERMS

In order to avoid ambiguity and misunderstanding of some terms used in the study, the following parts will clarify some key terms, they are:

1. Animation video is a video with animation (moving diagram or cartoon that are made up of sequence of images displayed one after the other and produced with effects and sounds), using texts in English, and containing narrative story, which is used by the researcher to teach the experimental

group to know the effectiveness of animation videos on students' higher order thinking skill.

2. Narrative text is a piece of text which tells a fiction story and entertains the reader which is used by the researcher as the material of subtitled animation videos and reading texts.
3. HOTS (Higher Order Thinking Skill) is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation.