

## CHAPTER 1

### INTRODUCTION

This chapter presents an overview of the study. It covers background of the study, research questions, research purposes, research significances, rationale, hypothesis, and previous studies.

#### A. Background

Reading is one of four language skills that is expected to be acquired by students who learn English in school in Indonesia. As said by Morreillon (2007), reading is an active process that requires a great deal of practice and skill. That is why the students need to be skilful in reading to boost their ability in other language skills.

Based on the researcher's pre-observation in SMKN 1 Rawamerta, Karawang. It was found that many students still had difficulties in learning reading comprehension, especially on narrative text. Some facts indicate the problem. First, the students feel confused when they were reading an English story because they were still low understanding in English story. Second, they thought that reading is difficult to English story text when they found the elements of the story, such as theme, setting, character, plot, and point of view. They were difficult to find them because they are guided only by questions. Third, the students got bored when they read English text long paragraph, so they were tended to ask other students or use a dictionary to get the unfamiliar vocabulary. According to the curriculum book of SMKN 1 Rawamerta, Karawang at the tenth grade has minimum mastering criteria (MMC) or Kriteria Ketuntasan Minimum (KKM) in English subject the gains score

75. In fact, it is supported by the English teacher who said to the researcher. Meanwhile, 12 students could achieve KKM, and 20 students could not complete KKM from 32 students in the tenth grade.

No.	Nama	Nilai
1.	Ayu Nurhidayah	80
2.	Ardiansyah	70
3.	Ashli Agus Saputra	80
4.	Ayudha Octa Pratomo	70
5.	Ayup K. Iqbal Saputra	80
6.	Bhagus Alvin Alvin	80
7.	Chandra	80
8.	Eko Purnama	80
9.	Faisal Anwar	80
10.	Galang V	70
11.	Idris Adnan	70
12.	Hana Rizkiyana	70
13.	Iwan Alvin	80
14.	Juli	70
15.	Kharis Oktavi	70
16.	Kusnanto	80
17.	Kusnanto	70
18.	Kulak	80
19.	Ni Ayu	70
20.	Nur Hafid S	80
21.	Nur Hafid S	70
22.	Nur Hafid S	70
23.	Nur Hafid S	70
24.	Nur Hafid S	70
25.	Nur Hafid S	70
26.	Nur Hafid S	70
27.	Nur Hafid S	70
28.	Nur Hafid S	70
29.	Nur Hafid S	70
30.	Nur Hafid S	70
31.	Nur Hafid S	70
32.	Nur Hafid S	70

**Figure 1.1 Mean of minimum mastering criteria (MMC)**

Therefore, to overcome there are many strategies those problem; one of them is by using media such as kid story application that supports students' reading comprehension especially on narrative text in finding elements of the story. According to Smaldino (2011), kid story application can be used in a variety of ways to enhance any lesson plan in teaching reading. English story that can be displayed in a feature audio narration and are used to provide information on the video content. With the development of kid story application that can give motivation in teaching reading and the kid story application also creating art through video animations and subtitle. The kid story application is top video stories in which the stories feature audio narration and subtitles. It is specially designed for kids to learn new things from the best video stories. This application is used as

media in teaching reading is to help students organise essential elements of the story by identifying story theme, character, setting, plot, and point of view. (Mayer, 2001 & Paivio, 1986 in Smeets & Bus, 2015).

There are some previous researches explore elements of story one of them is written by Fitriasya Anggraeni (2012) about improving students' reading comprehension in finding elements story through story mapping strategy. On the other hand, this research is the use of kid story application top video stories to improve students' reading comprehension in finding elements of the story the latest media and still rare and it is worth conducting thus this research proposes the distinctive way of improving student's reading comprehension in finding elements of the story.

Based on the explanation above, the researcher focuses on discovering students' reading comprehension in finding elements of the story by using kid story application. The students are given the text related to the topic in kid story: top video stories application in order that students can improve reading comprehension in finding elements of the story. Finally, the researcher titles this research "THE USE OF KID STORY APPLICATION: TOP VIDEO STORIES TO IMPROVE STUDENTS' NARRATIVE TEXT IN FINDING ELEMENTS OF STORY".

## **B. Research Questions**

Based on the background above, the researcher formulates the problem as follows:

1. What is students' narrative text achievement with using kid story application in finding elements of story?
2. What is students' narrative text achievement with using authentic narrative text in finding elements of story?
3. How significant is the difference between students' narrative text with kid story application and with authentic narrative text in finding elements of story?

## **C. Research Purposes**

About the research problem above, the purposes of the research are:

1. To find students' narrative text achievement with using kid story application in finding elements of story.
2. To find students' narrative text achievement with using authentic narrative text in finding elements of story.
3. To find the significant difference between students' narrative text with using kid story application and with authentic narrative text in finding elements of story.

## **D. Research Significances**

The results of the research are expected to be benefited in two aspects as follows:

*Theoretically*, the results of the study are supposed to be useful and support previous theories with using kid story application to improve students'

reading comprehension in finding elements of the story and also can be a reference by using kid story application.

*Practically*, the results of the research can be beneficial to English teachers in teaching model by using kid story: top video stories application to improve students' reading comprehension in finding element story. The research is also expected to the students by using kid story application to be more interested in reading comprehension in finding element story.

#### **E. Rationale**

Reading is also flexible in the sense that readers include various processes and change goals depending on their interests and purposes in reading or comprehension difficulties. The adjustment of the reading processes and objectives indicates that reading is also a purposeful process ( Grabe, 2009 in Edd & Oit, 2015).

Reading comprehension and interest are essential to learning. The act of reading permits students to learn new vocabulary and concepts and to access different types of reading materials (Serafini, 2004). Reading comprehension is the process of constructing meaning from text. Martin (1991: 7) states that reading comprehension requires motivation, a mental framework for holding ideas, concentration and proper study technique.” It means that to succeed in reading comprehension, the reader needs to motivate him/herself to be more concentrate in reading, try to form mental frameworks for holding ideas, and the reader must have a useful technique in interpretation.

As said by Norton (1983:5-6) in Anggraeyni (2012) , “Stories allow students to identify with good characters and reject the bad.” It has its moral value that should be taught in the school. It can be real or fiction or about legend, myth or fable. In reading the narrative text, there is a need to comprehend the story. One of the comprehensions in reading narrative text is identifying elements of the story such as theme, characters, setting, problem, and resolution that contribute to the goal, outcome, or resolution of each passage.

Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The method of comprehending involves decoding the writer's words, then use background knowledge to build an approximate understanding of the writer's message. As said by Norton (1983:5-6) in cited Anggraeyni (2012), “Stories allow students to identify with good characters and reject the bad.” It has its moral value that should be taught in the school. It can be real or fiction or about legend, myth or fable. In reading a narrative text, there is a need to comprehend the story. One of the comprehensions in reading narrative text is identifying elements of the story such as theme, characters, setting, problem, and resolution that contribute to the goal, outcome, or resolution of each passage.

By using kid story application. This application of top video stories which is specially designed for kids to learn new things from best video Story. This application has animated e-books can offer a media environment that optimises temporal congruity of text and illustrations: built-in effects such as

zooming or motion can guide children in selecting the details in the illustration where the narration (Veldkamp, 2004 in Smeets & Bus, 2015).

Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and enjoyable. The material like charts, maps, models, film strip, projectors radio, television called instructional aids (Rather, 2004 in Rasul, Bukhsh, & Batool, 2011). Audio visual aids are those devices which are used in classrooms to encourage teaching-learning process and make it easier and interesting. (Ashaver, 2013). According to Anzaku, 2011 in (Ashaver, 2013), “The term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”.

From the explanation above, the researcher tries to present materials that are expected to give an effect on the reading comprehension of the students, the sample of this research used two kinds of the variable. The first is kid story: top video stories application as the independent variable or “X” variable, and the second is students’ reading comprehension in finding elements of story as the dependent variable or “Y” variable.

## **F. Hypothesis**

This research has two variables; the first is by using kid story: top video stories application as the independent variable or “X” variable, and the second is students’ reading comprehension in finding elements of story as the dependent variable or “Y” variable. The result of the research hypothesis is

proposed as follows: “The use of kid story: top video stories application channel to improve students’ reading comprehension in finding elements of story”. The hypothesis in this study is an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ). The hypothesis of this research can be formulated as:

1.  **$H_a$**  accepted if  $t$  counted by  $> t$  table: there is a significant effect of teaching using kid story: top video stories application to improve students’ reading comprehension in finding elements of story.
2.  **$H_o$**  accepted if  $t$  counted by  $< t$  table: there is no a significant effect of teaching using kid story: top video stories application to improve students’ reading comprehension in finding elements of story.

#### **G. Previous Research**

In this research, some previous research were considered to support the research, those are :

First, Greg Francom (2016), held a study entitled Enhancing Reading Comprehension with Student-Centered iPad Applications. This research shows that that study implemented student-centered activities using the iPad with the goal of improving reading comprehension in a fifth grade. University teacher candidates guided fifth-grade students in completing the iPad reading comprehension activities. Findings indicate that the fifth-grade students increased in their reading achievement scores to a statistically significant degree during the period of this study. The university teacher candidates who participated also expressed that they gained valuable experience as they worked on technology-enhanced learning experience with actual students. The fifth-



grade students used the Reading Street textbook series, which introduces a new story each week. This assessment provided a way to measure progress in reading comprehension achievement during the period of the study. In conclusion, these results confirm that the use of iPad applications could be used as reading material to help student-centred reading comprehension activities on the iPad can lead to better student achievement in reading comprehension. This study should be designed and implemented because of this research the potential to provide positive outcomes for students as well as teacher candidates.

Second, Abduljalil Nasr Hazaea1 (2016) held a study entitled The Effectiveness of Using Mobile on EFL Learners' Reading Practices in Najran University. This research showed that her study found that this study reflects on what mobile features and applications: camera, dictionaries, WhatsApp, note making, and websites can offer to improve reading practices. It focuses on the pedagogical uses of mobile phones and in making available for unordinary language learning settings. Students are no longer confined to the traditional classroom; rather they advantageously extended their learning outside classroom thanks to mobile features; free online and offline dictionaries were used inside and outside the classroom for pronunciation, word meaning, parts of speech, and synonyms, etc. WhatsApp was applied outside the classroom to develop a sense of collaborative reading through the strategies of sharing paraphrasing and summarization and to send the done exercises to the teacher for revising, to improve punctuation, and to check homework with classmates, to share the meaning of difficult words. The findings of this study are limited to

the population of Najran University, where participants are of enough size and homogenous. Also, the participants slightly used mobile for non-reading purposes. Moreover, it was a challenge to sustain the continuity of participants' determination and motivation to keep going learning outside the classroom. In conclusion, these confirm that mobile on EFL reading practices can be improved by using mobiles. Mobiles offer students chances to practice reading independently and get feedback. And this study recommends that a load of teaching should be rethought of by those in office to include not only office hours or classroom hours but also hours outside the university campus.

Third, Jasminka Pernjek (2015) held a study entitled *Developing Reading Skills and Motivation through Mobile Phones*. This research shows that the study evaluates the students' attitudes towards reading comprehension in a foreign language when using traditional methods (multiple choice questions and paper-pencil C-Test method) as opposed to solving tasks with the use of mobile technology. Data were collected in 4 steps. Four instruments were used to collect data: a pre-study questionnaire, two reading comprehension tests and a post-study questionnaire. All participants were required to complete the pre-study questionnaire, which gathered information on the students' views on reading and their use of the ICT. After finishing the online test, all students were required to complete the post-study questionnaire, which examined the students' perception of the use of mobile devices in education and their willingness to adopt new technologies. The study examined the subjects' perception of the use of technology for educational purposes using two questionnaires and two

reading comprehension tests in English and German. In conclusion, these confirm that reading skills through mobile phones can be improved students' reading skill, the data combined with the results of interviews lead to the following conclusions: in general, mobile phone-assisted learning is perceived positively by students as an effective method for improving reading and grammar ability. For learning to take place, the material must engage the learner, without being too demanding. For young university students, reading topics that focus on student life are the most relevant, as are jokes, and entertaining stories which are regular favourites.

Based on the three previous researches explored above there are similarities in this research that is discussing three studies use narrative text during the treatment in improving students' reading comprehension. The difference in these studies with the study that is conducted by the researcher is in reading material in teaching reading comprehension. In this research, the researcher confirms that the use of kid story application in teaching reading comprehension can make students more motivated in learning and more comfortable to grasp the lesson. Also, the result of this research shows that using a variety of reading materials in teaching reading comprehension is essential.