

CHAPTER I

INTRODUCTION

1.1 Background of the research

One of the key skills that junior high school students need to possess is reading comprehension. This skill is critical since junior high school encounters a variety of texts that require in-depth comprehension. Students who are proficient in reading comprehension may not only absorb written material but also decipher and understand its meaning. The narrative text is one of the text forms that junior high school students are taught. In this text, students learn to understand the themes, characters, and values found in the story and teach them about story elements and structure. Students benefit greatly from narrative texts among other text genres because they encourage creativity and critical thinking. Students can better understand the structure of stories as well as the themes and values contained in them by reading narrative texts. However, there are still many students who have difficulty understanding the content of the reading.

Previous research also shows that students' reading comprehension skills often face significant challenges during classroom learning due to a lack of motivation in reading and the lack of interactive learning media (Yunus et.al, 2020). Based on the results of interviews with English teachers and initial observations of eighth grade students at SMP N 7 Muaro Jambi, it was found that students' low interest in reading made many students experience difficulties in understanding narrative texts. This can be seen from students' difficulties in understanding the content of narrative texts, such as determining the main idea, character, setting, and moral message in the story. In addition, the results of interviews with English teachers revealed that low interest in reading and the lack of interesting learning media are the main factors that hinder students' reading comprehension.

To overcome these problems, innovation is needed in learning methods, one of which is implementing the use of innovative learning media such as animated videos. The use of learning media such as animated videos is one of the strategies.

Animated videos use sound, narration, and moving images to provide information interactively. With this approach through animated videos, things that may be difficult to explain using plain text become more easily understood by students and also increase their level of interest. Multiple senses are stimulated and narrative text can be presented through visual media, such as animated videos. By enhancing students' understanding of characters, plot, and place, the visual and aural elements of animation can make the text easier to interpret.

Some previous studies that have examined the use of animated videos to improve students' reading comprehension are researched by Wang et. al (2021) showing that with the use of animated videos in learning, students are more motivated to learn and increase students' memory of the material learned. Research conducted by Putri (2020) found that using animated videos in learning English can significantly improve students' reading comprehension of narrative text. In addition, research by Sari (2019) showed that the use of animated videos can increase student involvement and activeness in learning.

Furthermore, animation might offer hints for making difficult terms or abstract concepts easier to understand. Animated videos help grab students' interest and simplify difficult ideas. Students' motivation to read may rise as a result of their increased ability to actively engage in the learning process through this media. Students who have strong reading comprehension skills are better able to assess, analyze, and comprehend material.

The purpose of this study was to improve the reading comprehension of narrative texts in eighth grade students at SMP N 7 Muaro Jambi through the use of animated videos. It is hoped that the findings of this study will help create more engaging teaching strategies and assist initiatives to help junior high school students become better readers.

1.2 Research Question(s)

Based on the research background, the research questions are as follows:

1. How do animated videos improve students' reading comprehension of narrative texts?

1.3 Objectives of the research

Based on the research questions above, the purpose of this study is to figure out how animated videos can improve students' reading comprehension of narrative text.

1.4 Limitation of the research

This research focuses on the use of 3D animated videos as learning media to improve the reading comprehension of narrative texts of grade VIII students at SMP Negeri 7 Muara Jambi. The narrative text used is limited to fable texts. The source of the animated video is taken from the YouTube platform from the English Fairy Tales channel and the duration of the animated video to be used ranges from 5-10 minutes.

1.5 Significance of the research

This research is important to find out how the use of animated videos in English language learning, especially in improving students' reading comprehension. The results of this study are expected to make a significant contribution to the development of more innovative and effective English teaching strategies.

The results of this study are expected to provide several benefits for teachers, students, schools, and other researchers. For teachers, this study provides an alternative teaching strategy through the use of animated videos, which can make reading activities more interesting and enjoyable for students and improve the quality of students' English learning at school. For students, the use of videos in the learning process can increase their interest, motivation, and participation in English learning by providing a fun visual experience that supports their learning process. For schools, this study is expected to implement this learning strategy and support the activities of teachers by providing adequate facilities and encouraging the integration of technology-based media into English teaching at school. Meanwhile, for other researchers, this study can be a useful reference and inspiration for

conducting further research on the application of animated videos or other multimedia devices to improve various language skills and learning outcomes.

1.6 Definitions of the key terms

1. Reading Comprehension

The ability to comprehend and apply information found in written materials is known as reading comprehension. Olson and Diller (1982) define reading comprehension as the ability to recognize, comprehend, and apply the knowledge found in a passage.

2. Animated Video

According to Trueit (2008), animated video is a sequence of still images that, when viewed rapidly one after the other, give the impression that they are moving.