

## CHAPTER I INTRODUCTION

### 1.1. The Background of the Study

Reading is one of the basic skills of language, but it seems not easy to conduct an interesting activity of reading English. Reading is an area of human cognition that has been studied for decades by psychologists, education researchers, and artificial intelligence researchers (Kenneth Moorman, 1994). Most of the scientists of language agree that reading is the part of human cognition. It is a part of human awareness of studying English language especially for reading skill.

Reading is an essential skill for English as a second or foreign language (ESL/EFL). For many, reading is the most important skill to mastery (Nguyen Thi Thu Nga, 2009). Reading is the important skill to be mastery in all students' level because reading is one of the incomes of information access in students' minds so it needs awareness to master this English skill well. By mastering this fundamental skill, EFL/ESL students will make greater progress and attain greater development in all academy area.

According to Oxford Advances Learner's Dictionary, fifth edition states that *read* is to look at and understand the meaning of written or printed words or symbols. It is not only an act of reading something but it also deals with understanding the meaning of something. While *reading* is the action of person who reads (Oxford Advances Learner's Dictionary,

fifth edition), it is the activity of reading where everyone has their own style of reading which help them understand the content by their ways or called as the reading strategy.

Reading and listening are the receptive – interpretative skill to produce speaking and writing skill. Reading is the important skill to access language and knowledge; unluckily reading seems to be the neglected aspect to study. Students feel enough to learn language when they can master speaking and listening well. It cannot be denied that reading has an important role in learning language. By reading, students are able to access new vocabulary or language to access knowledge. Reading is the window to access knowledge. Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement (Scott, 2005).

In Indonesia, especially in Muhammadiyah I junior high school East Java, teaching and learning of English are considered as foreign language. English is the compulsory subject at school in all grades. Students study English for 1x40 minutes in each time at class. There are no native speakers in this school; the local teachers teach all skills of English from Indonesia. There are three meetings (five times) in one week for English subject especially for 7<sup>th</sup> grades. There are four classes of 7<sup>th</sup> grades in this school, which have low ability to master reading as the fundamental skill of English. It interpreted from students' perception that reading is bored skill to be mastered. They feel bored because there was no attractive media of teaching to deliver reading material. Teacher taught

reading in traditional ways by giving text based on the genre needed in 7<sup>th</sup> grade. Teacher uses authentic material such as text from LKS Wajar and Scaffolding book for 7<sup>th</sup> grade. It led the students into bored on learning only by using text because there was no pictures, graphs or codes to help them understand the unfamiliar words they found in the text. It needs a deep understanding to get the point of the text. According to the researcher investigations and observations while teaching in 7<sup>th</sup> grade, the students prefer to learn by interactive media such as by watching video, movie or animation and the kinesthetic media such as play a game, role-play etc.

Descriptive and procedure are the premier text has been given for them that have their own characteristic and generic structure. It is important to teach attractively in this premier stage to involve students in comprehension. Both of the text genres are taught based on the Curriculum 2006 in Indonesia.

It is being the duty of the teacher, to create interesting material and activities to teach reading text. One of the media to conduct reading is by using flash animation. Flash animation is one of interesting and attractive media; it enhances students with visual and movement picture. Media can be a powerful tool for meaningful learning. As a teacher, you can increase learning by helping your students understand and actively analyze the media they consume (KQED Education Network, 2008).

In 7<sup>th</sup> grade syllabus, there are two kinds of text genre, descriptive and procedure text. The researcher develops creative flash animation for procedure only, which help students to read easily and interestingly

because there is no attractive material for procedure text. The teacher only has one material of teaching procedure text from DEPDIKNAS in video format. It is better for listening than reading because there is the audio from the video and no subscript on it. Procedure text is designed to describe how something is achieved through a sequence of steps. It can explain how people perform different procedures in a sequence of steps. This text uses simple present tense, often the imperative. It also usually uses the temporal conjunction, such as first, second, then, next, etc. (Arifin, 2009)

Multimedia is the easy and flexible media, which can be used by the teacher to make the lesson interactive. Multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance reading skills and it becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can interact with textual, aural, and visual media in a wide range of formats (Carla Meskill, 1996). It is not only being the potential tools to enhance listening skill but this media also can enhance the other skill such as reading skill. It is a good media to involve the students to study language without feeling fear.

The conditions above inspire the researcher to develop interactive material which suitable with the nature theory of teaching reading for junior high school. The researcher develops procedure text material

through flash animation. The material designed is suitable with the needs of the students.

The final product of this study is a set of English material for junior high school containing flash video animation of procedure text with various topics, the language features and the vocabulary list of each topic. It follows with exercises of comprehension on choosing the best answer, matching, and crossword, and teachers' guide on how to implement the material effectively.

## **1.2. Problem Statement**

The specific question during the investigation of the study is:

*to create reading material for 7<sup>th</sup> grade Junior High School in SMPM 1 Gresik by using flash animation.*

## **1.3. Objective of the Research**

The objective of this research is to develop reading procedure materials through flash animation for 7<sup>th</sup> grade Junior High School to be more interesting media of teaching which is suitable with curriculum, syllabus, and student's needs.

#### **1.4. Significance of the Research**

The result of this study is divided into two namely: theoretical and practical significance:

##### **1) Theoretical significance**

In theoretical significance, this study is expected to give contribution to:

##### **a. Material Development**

Developing material is one of ways to make learner to be more interested in English lesson (Dewi Aisyah, 2010). The development of reading procedure through flash animation is the attractive material to teach reading. It helps students to comprehend the meaning well through the picture and visualization on the flash animation. The need therefore exists for developing literacy materials that is both effective and attractive and helps to further enrich their functional literacy skills (Chador, 2011).

Flash animation is the flexible material, which can be collected and edited. It can be collected as teaching and learning material for learners and edited by the developer to gain the revision from the previous created to get the best one. The result of the research contributes to the material development theoretically.

##### **b. EFL (English as Foreign Language)**

Flash is an effective, efficient, and appealing software tool for designing materials to meet the diverse needs of your learners, patrons, or clients (Annette lamb and Larry Johnson, 2006). The researcher designs the material suitable with the needs. It is very beneficial for teaching reading for junior

high school. It engages them in the real context of language visually which help comprehend. Teacher's role here is as the facilitator who helps and guides them if it is necessary.

### **c. Teaching Reading**

The final product of this research is flash animation material for reading procedure text completed by genre of text, tutorial to learn reading procedure text, some activities of reading and the vocabulary list. The expectation of this research product is to help students learn better and motivate them to read as much text as they can to access knowledge for future. It completed by reading task to measure the level understanding of students. It can be used as one of the innovative material for teaching reading.

### **d. SLA (Second Language Acquisition)**

Second language acquisition or second language learning is focusing on the learning process. Based on Wikipedia, the free encyclopedia is the process by which people learn a second language in addition to their native language(s). The significant for SLA in this research is the multimedia flash animation development to teach English.

#### **2) Practical significance**

In practical significance, this study is expected to give contribution to:

##### **a. Teacher**

For teacher who teaches in junior high school, this flash animation can be beneficial as one of the material to teach reading interestingly. It can be modified and integrated with other reading sources.

**b. Students**

For students, it can motivate them to learn reading text and help them study joy by visual material.

**c. Readers**

For readers, the expectation of the product of this study is inspiring the readers to develop it into another method and skill of language so it can give more contribution for others especially for those people who relate to the teaching process.

**d. Other researcher**

For other researcher, this product may also be taken into an action research to find out the effects of implementing this product in reading process. It can be used as one of the developing material resources.

**1.5. The Scope and Limitation of the study**

Remembering wide working through this research, the researcher give scope and limitation to this research as below

1. This research is conducted in 7<sup>th</sup> grade SMPM 1 Gresik only in one class
2. The flash animation is limited in visual design.
3. The material is developed based on curriculum, syllabus, and need analysis.
4. The responding on validating this material are 2 lectures as the advisors, 1 expert validation, 1 English teacher in SMPM 1 Gresik
5. The tryout of the product conducts in one class of VII grade in SMPM 1 Gresik.
6. The material development only focuses on developing procedure material using flash animation.



7. The English sounds are obtained from native's speaker sounds as the model of English adapted and adopted from some outsources.
8. The topic of each procedure text is based on the result of the needs analysis.

#### **1.6. Definition of keywords**

There are four key words to help the readers determine the focus of the research. The key words are (1) material development, (2) flash animation, (3) reading skill and (4) procedure.

Material development (1) is the dynamic process to develop by integrating some aspect to be more enjoyable and increase the motivation of the students to learn English. In this term, researcher develops reading material through video with flash format (SWF) to motivate student and engage them in process of reading.

Flash animation (2) is multimedia tool, which involves students into the realistic object with visual design. It stimulates students' comprehension. Students can re – paly the steps of procedure on it.

Reading skill (3) is the basic skill to learn language because reading is the process to access knowledge. Reading procedure text by using flash animation helping students to build up comprehension.

Procedure (4) is text with series steps to create, compose or experiment something. The text is in form of flash animation with SWF (Shock Wave Flash) format.