

# CHAPTER I

## INTRODUCTION

This chapter presents about: (1) Background of the Study; (2) Statement of the Problem; (3) Objective of the Study; (4) Significance of the Study; (5). Operational Definition.

### 1.1 Background of the Study

Reading is one of the most important language skills that students should master. There are more benefits to be derived from reading than people realize, besides increasing their knowledge about certain area, it also helps them to accustom themselves into interpret written texts, extract information, make inferences, and critically analyze the content. Reading needs to be applied when children are as early as possible when children enter formal education institutions (Wigfield, Gladstone, & Turci, 2016). The ability to read is needed, especially in education, because by reading students can understand and easily understand the material provided.

Reading has important benefits because reading can broaden one's horizons and knowledge (MS&Rachmadtullah, 2018). Skills in reading, especially reading comprehension are very important for each student and cannot be negotiable (Oakhill, Cain, & Nesi, 2016). This is based on an idea that most knowledge acquisition is done by students through reading activities (Lindeblad, Svensson, & Gustafson, 2016). Skills in reading comprehension as a process of interaction between readers and texts in a reading event. Activity or reading where the emphasis is directed at skills and mastering the contents of the reading. Readers must be able to master and understand the reading they read. In this case, the element that must be present in every reading activity is understanding (Martin-Beltrán, Montoya-Ávila, García, Percy, & Silverman, 2019).

Despite being exposed to reading texts since elementary school, a significant number of students in SMPN schools struggle to comprehend the material presented in the text. The fact that can be seen so far is the low reading skills of students because there are still many students who are lazy to read or the little interest in reading students (Hahnel, Goldhammer, Naumann, & Kröhne, 2016). This could be proved from the previous study made by Widjaja (2019), with its title "Challenges in Reading Comprehension among Junior High School Students in Indonesia". The result from this study indicated that a significant number of junior high school students in Indonesia struggle with reading comprehension. When tasked with identifying specific information or main ideas from a text, these students often resort to reading the entire text, resulting in confusion and difficulty in locating relevant information. Consequently, answering questions based on the text becomes challenging for them.

Based on observations made by the researcher on May 19, 2023, the majority of SMPN 33 Surabaya students experienced difficulties in reading comprehension such as understanding text with English words. According to the suggested curriculum, namely the 2013 curriculum, the researcher tried to use video such as fairy tales to ease the difficulties experienced by students at SMPN 33 Surabaya. They had difficulty in making conclusions and finding the main ideas of the text. They were confused to identify information from text. It was difficult for them to answer questions from the text. Their reading scores tended to be low and below the minimum criteria (KKM). This was caused by several factors such as: less conducive learning space, difficult subject matter, and inappropriate teaching methods, such as the teacher used traditional methods of teaching, which was from book and let the students read on their own. In addition, students' limited comprehension of the English subject also became one of the factors in this case.

In the Indonesian context, where English is taught as a foreign language, there is a need to explore innovative approaches that can enhance students' reading comprehension abilities. The utilization of fairy tale videos aligns with the 2013 curriculum's emphasis on integrating technology and multimedia resources in educational settings. Therefore, the researcher tries to overcome the problems faced by students by implementing fairy tale videos as a medium to improve students' reading comprehension. Fairy tales are fun and meaningful (Hanlon, 2002). They emphasize human experience, history and values. Fairy tales have universal values and plots that add familiarity to students. Fairy tales provide entertainment and further topics for discussion. They are fun and short, rich in language but not too grammatically complex. Fairy tales as a part of folklore can be found everywhere in various forms (Greenia, 2007), such as fables, mythical fairy tales, lastly modern and adapted fairy tales.

Existing research has explored the impact of multimedia resources on reading comprehension in language learning. However, there is a lack of studies specifically focusing on the effectiveness of using fairy tale videos to enhance reading comprehension skills among VIII-G students at SMPN 33 Surabaya. This gap in research leaves educators and policymakers without specific evidence regarding the benefits and challenges of incorporating fairy tale videos in the Indonesian context. By addressing this gap, this thesis aims to provide valuable insights into the unique advantages and considerations associated with using fairy tale videos as an educational tool.

The use of video was chosen because students in class VIII-G tend to be active and interested in using media in class so that the use of video was appropriate and was expected to generate a new atmosphere and way of learning for the class. There were many benefits that can be taken by using videos in the form of fairy tales for students such as improving reading vocabulary skills, thinking critically, understanding the meaning of vocabulary and providing

moral values from story texts. In conducting research, the researcher collected data first through student scores in the previous class, then after getting the data, we can observe and start for the next test in ways and methods using narrative text in the form of fairy tales. In this research, the researcher aimed at finding out whether the use of video can improve the SMPN 33 students' understanding of reading skills.

## **1.2 Statement of the Problem**

Based on this background, the problem can be formulated as follows:

Can the use videos improve students' understanding of reading skills at SMPN 33 Surabaya?

## **1.3 Objective of the Study**

Based on the formulation of the problem, the objective of this research is to find out that the use of video can improve students' reading comprehension.

## **1.4 Significance of the Study**

The significant of the study can be theoretically and practically.

### **1. Theoretically**

The results of the study can improve students' English learning. This research finds out how to find the best media to improve students' reading comprehension at SMP Negeri 33 Surabaya.

### **2. Practicaly**

- a For Students, they will understand that learning and understanding reading is not complicated and boring, through the use of media, in this case is fairy tale videos.
- b For teachers, teachers can use videos as alternative media in their classes so that teaching and learning activities become more interesting.
- c Researchers can benefit from the results of this research and develop professionally in the future.

The results of this study will be applied and used in the classroom to improve students' reading comprehension through the use of videos.

## **1.5 Operational Definition**

To avoid the problem of misunderstanding and misinterpretation of the research findings, the researcher wants to explain and define the operational definition used such as video in an effort to improve students' reading comprehension.

### **1. Reading Comprehension**

Reading comprehension is the ability to understand text and give meaning of it in context of the reader's existing understanding. The core abilities required for effective reading comprehension include recognizing word meanings in the context of the discourse, forming conclusions about the reading's content from those conclusions, and identifying the key ideas of the reading. Possibility of identifying existing propositional structures and the capability to respond to questions put in a passage.

### **2. Videos**

Video is one of the media or methods that might be applied for teaching and learning activities. The use of video in the classroom can provide a new, fresh learning atmosphere and is also expected to increase student interest in learning so that student won't become bored while taking classes. Harvey, S., Goudvis, A Strategies that work teaching comprehension to enhance understanding. York, ME: Stenhouse Publishers (2017).

### 3. Fairy Tales

Fairy Tales is fun and meaningful (Hanlon, 2002). They emphasize human experience, history and values. Fairy tales have universal values and plots that add familiarity to students. Fairy tales provide entertainment and further topics for discussion. They are fun and short, rich in language but not too grammatically complex. Fairy tales as part of folklore can be found everywhere in various forms (Greenia, 2007), such as fables, mythical fairy tales, lastly modern and adapted fairy tales.