

# CHAPTER I

## INTRODUCTION

### A. Background

Reading is one of the four basic abilities that students need to acquire in order to learn English. Reading is the process a person does to take in information and understand what they have read. In order to recreate the author's aim from the text and their past knowledge, readers use a variety of conscious and unconscious brain processes.

According Mandelman (cited in Fatmawaty, et al., 2022 : 2). Reading is a skill that gets engrained in a person's daily life over time. Reading is also described as a technique acted out and employed by readers to get the message delivered by the author. Effective reading methods also benefit readers by recording their learning processes and altering their style of reading to assist in their efforts to grasp words, and create the meaning of the text (Miyamoto, 2019 : 445).

Reading comprehension refers to the learning, evaluation, and application of concepts and knowledge received via the relationship between reader and writer. Reading comprehension is an individual's capacity to understand what they read; it is dependent on being able to comprehend the usage of verbs and their connection to others. It has meaning which informs and educates the reader, and it is the term we normally speak of whenever we discuss the ability to read. Reading comprehension is defined as a generic word for a range of various sorts of proficiency in reading or, alternatively, a collection of reading techniques in the writer's notion employed in this study (Mogea, 2023 : 105).

In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, the students are expected in reading a text as well as

possible. But in fact, many students have some problems in reading. They still have low ability in reading, especially in reading narrative text, such as difficulties in understood the meaning of the text.

In this case, reading is critical for every individual, especially those studying English. Students can recall language when learning as they read more, but if they merely read the material in books, they would become bored. If you only look at the content, it will reduce students' interest in reading. In order to increase students' interest in reading, teachers must provide something interesting and qualified during class. This increases students' interest in learning English. One method teachers can use is to use illustrated versions in the reading text.

As a mater of fact, motivation has strong effect on student success or failure in learning English. Students who are well motivated are more successful than those who are not. What happens inside and outside the classroom plays significant role in arising and maintaining student's motivation and that fact should not be neglected: on the contrary, it should be considered for the sake of desired results.

Based on the first observation at SMP Muhammadiyah Terpadu Bengkulu City, most second grade students of SMP Muhammadiyah Terpadu Bengkulu City had some problems in learning reading narrative text. It could be seen when the researcher asked them to read a text, most of them could not read narrative text well. The students had some problems which difficult in reading narrative text. First, they lack of vocabularies, they were unable to read and build sentences well. Second, the students were difficult in expressing ideas. Third, the teacher seldom use interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read narrative text well.

The students were difficult to understand the main idea of the text, and they found difficulties to comprehend the generic structure of narrative text. Generally, if the teacher used strategy, the students would understand the material easily. However, the students found some difficulties to comprehend the generic structure of narrative text. Therefore, researchers offer a strategy for reading illustrated versions of reading texts as a solution.

There are many techniques in teaching and learning to students that can be used to solve the above problems. One of them is the Illustrated Version. The Illustrated Version is an event or explained using visual illustrations that are depicted. So that the meaning or content of a good written text is easy to understand, it should be explained or described in the form of reading, news, articles and so on.

There are 3 main aspects in the Illustrated Version: (a) providing an overall picture of the substance of the work, illustrations can be used to attract readers' attention. Magazines or books are one of the most common examples that attract readers' interest in the plot or material in a text, (b) Illustrations make it easier for someone to catch the message they want to convey to others; In addition, choosing this version will increase the aesthetic value of an image or text. (c) Illustrations can also be given to those who like to draw. This version can assist writers or people in conveying their sentiments orally as well as transmitting them through this drawn form.

Referring to the explanation above, it can be concluded that reading is a form of activity to train the human brain to broaden horizons and understand the substance of the text well. The researcher chose this title because he was inspired by his internship experience at a school in Bengkulu where reading was difficult to understand, especially if narrative material was taught. By using an illustrated version of the reading text, the researcher hopes to help students at SMP Muhammadiyah Terpadu Bengkulu City improve their reading

comprehension. And Reading the Illustrated Version of Cartoon Up Movie can enrich students' new vocabulary, English sentence structure or improve their reading development. The influence of the animated film Cartoon Up on students' reading comprehension of narrative texts is the topic of this research, which will be the researcher's concentration.

## **B. Research Question**

Based on the background above, the researcher formulates the questions of problem as follow:

Is there a significant difference on students reading comprehension in narrative text before and after teaching reading using Cartoon Up Movie Illustrated Version at SMP Muhammadiyah Terpadu Bengkulu City for 8<sup>th</sup> grade students ?

## **C. Objectives of the Research**

The objective of the Research is :

To find out whether there is a significant difference on students reading comprehension in narrative text before and after teaching reading using Cartoon Up Movie Illustrated Version at SMP Muhammadiyah Terpadu Bengkulu City for 8<sup>th</sup> grade students.

## **D. Significances of the Research**

The major goal of this study is to see if there are any appreciable changes between the pre- and post-teaching effects of the illustrated Cartoon Up Movie version on students' reading comprehension of narrative texts. The outcomes of this study are anticipated to offer a number of benefits, which can be categorized as follows.

A thorough comprehension of The Effect of Cartoon Up Movie Illustrated Version on Students' Reading Comprehension in Narrative Text is

anticipated from this study. The study's findings are anticipated to have a substantial impact on how narrative text is understood. This study also helps the researcher's research questions to become more focused.

This study will inform teachers about how Cartoon Up: The Movie's Illustrated Version affects students' reading comprehension of narrative texts. It is anticipated that this will assist the teacher in understanding the pupils' requirements in terms of reading comprehension.

#### **E. Limitation of the Research'**

In order to be more focused on this thesis, the researcher must restrict the analysis. The study concentrates on how Cartoon Up Movie Illustrated Version affects students' reading comprehension of narrative texts. This study's findings were used to assess how well the students might increase their reading comprehension.

