

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses about background of the research, research questions, objectives of the research, limitation of the problem, significances of the research, definition of key terms and organization of the research.

A. Background of the Research

Reading is the activity to get many informations. Reading is useful for language acquisition defines reading as a process of understanding meaning. According to (Ginting, 2019) Reading comprehension is the process of making meaning from text. Therefore, the goal is to gain an overall understanding of what is described in the text. Related opinion, if students want to read, they will understand the lesson easily. Many students dislike reading event though reading can support other English learning activities. Especially a narrative text. Basically, the purpose of reading is to a reader will get some informations or knowledge.

According to (Dhilon, 2020) Narrative is description of events especially in a novel, fables, legend, or a process of skill of feeling a story. It is forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphor and symbols. The students need to know how narrative text work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain hold

a reader's interest. The student need to learn the purpose and methods of narrative in order to understand the framework and to eliminate frustration when they read. When students know the narrative elements, they can more easily follow the story line and make successful predictions.

In this research, the researcher chose the tenth grade students of Senior High School in Cimahi. The researcher chose Senior High School because firstly, this strategy is difficult to be applied by junior high school. This strategy should be comprehended both during and after reading. Secondly, the researcher chose this level because related to Senior High School syllabus. At the past, students get bored to learn reading, especially narrative reading text because of the length of passage and variety of vocabulary used.

Based on the researcher observation on the teacher of Senior High School in Cimahi. Teacher found that the students have difficulties in comprehending their reading text. When the teacher taught the class, teacher thought that students were ready to study. Then the teacher directly asked to the students to open the book without reviewing the previous material. The teacher read the text and asked to the student to find difficult words and translated them into Bahasa. Finally, they answered the available questions related to the text. The teacher sometimes called the students one by one to read aloud. They only read the text aloud without any comprehension. Therefore, the students got difficulty in comprehending the text. They also get bored in reading. Therefore, they need a new approach to improve their reading comprehension and encourage them to be ready and enjoy the learning process.

Teaching reading is necessary for the students. However, in teaching reading process, the teacher faces difficulty. Therefore, the teacher must be patient and creative in teaching. The teacher is an important component in learning should understand about how to conduct the learning process well. teacher is responsible for guiding learners to have motivation in learning.

Furthermore, to solve the problem of reading comprehension, the researcher would like to use Digital Storytelling. As stated by (Shelby-Caffey, Úbéda, & Jenkins, 2014) cited in (Nassim, 2018) Digital storytelling is one of the 21st century emerging tools, that enables students to approach their content critically and present the matter technically. Moreover, According to (Shalkhord, Gorjian, and Pazhakh, 2013) cited in (Anggeraini, Yentri. Afifah, 2017) found that the instruction of using digital stories did affect the learners reading comprehension the most. They conclude that digital stories specifically may influence learners' reading comprehension skill, the instruction of digital stories does have more significant impact on the learners reading comprehension skill, in the internet-based instruction of digital stories, the learners listen and analyze the story in digital stories instruction, pre-reading activities such as new vocabulary explanation, questioning can influence reading comprehension ability.

Scientific approach becomes the approach which is implemented on 2013 curriculum. (Suharyadi, 2014) in his study defined Scientific approach as the usual process of finding out information in science, which involves testing your ideas by performing experiments and making decisions based on the results.

That means is that scientific approach is a process of making decisions based on our ideas which have been proved through several experiments.

Digital Storytelling be a good instructional tool. According to (Smeda, Dakich, & Sharda, 2014) cited in (Nassim, 2018) where they proved that digital storytelling is a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments.

Based on the problem and explanation above, the researcher is interested in conducting a research at tenth grades of Senior High School in Cimahi with research entitled “Teaching Reading Narrative Text Using Scientific Approach Through Digital Storytelling”.

B. Research Questions

The research problems are formulated these following questions as follows:

1. How are the scenario and implementation of teaching reading using scientific approach through digital storytelling to students of Senior High School in Cimahi?
2. What are teacher and students’ responses toward teaching reading using scientific approach through digital storytelling?
3. What are the students’ difficulties in learning reading skill using scientific approach through digital storytelling?

C. Objectives of the Research

According to (McCusker & Gunaydin, 2015) A plan or goal focus on an objective. So as the goal of this research are:

1. To describe the scenario and implementation of teaching reading using scientific approach through digital storytelling at Senior High School in Cimahi.
2. To describe the teacher and students' responses toward teaching reading using scientific approach through digital storytelling.
3. To identify the students' difficulties in learning reading skill using scientific approach through digital storytelling.

D. Limitation of the Problem

The limitation of the research is focus teaching reading narrative text using scientific approach through digital storytelling in one of Senior High School Cimahi in academic year 2019/2020.

E. Significances of the Research

The researcher hopefully can give many benefits in English learning especially in reading of narrative text. Moreover, the result of this research is expected to give more benefits for teachers, students and next learning process.

1. For teachers:

This research can be used for instructional materials and find effective method in teaching activity. The researcher hope to teachers can more creative in delivering a material make the students can receive the material well and interested to learn, especially about reading.

2. For students:

They can learn how to read and understand the subject matter of reading without feeling bored and enjoying, interesting in classroom. The

researcher also hopes that the research could give motivation to learn English as one of subject that must be mastered.

3. For next learning process:

This research can be used as a reference for the next learning process especially in reading skills. In addition, to know teaching reading using digital storytelling toward students' improvement in reading.

F. Definition of Key Terms

Some key term used in this research are as follows:

1. Teaching Reading

Teaching reading means the activities done to learn how to get more information also can achieve knowledge. Teaching reading will not just help students to know how to read the text but it will help them to be more successful in general because they will absorb information there. Moreover, reading is one of the English skills that most important to know about someone skill in English learning to read the text, process it, and understand meaning. Reading should be mastered by the students.

2. Scientific Approach

The 2013 curriculum provides a new approach in teaching process as a demand in 21st century. In 2013 Curriculum, the teachers were demanded to implement the five steps in whilst-activity such as observing, questioning, experimenting, associating, and communicating in the teaching and learning process.

3. Narrative Text

Narrative text is a text that tells a story with complication or problematic events that happen in the past and tries to find the resolution to solve the problem. There are three characteristics of narrative text:

- a. Orientation, it is about the opening paragraph where the characters of the story are introduced.
- b. Complication, where the problems in the story developed.
- c. Resolution, where the problems in the story is solved.

An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

4. Digital Storytelling

Digital storytelling is the modern media used to help the learners to create an easier way to study reading to the target language. Furthermore, technology makes teacher more creative in developing their teaching materials. Also, digital storytelling is an interesting media for teaching and learning.

G. Organization of the Research

This research consists of five chapters. Each chapter will be discussion follow:

Chapter I : This chapter about introductions. It explains the relationship related to the paper. It is the background of the research, research questions, objectives of the research, limitation of the problem

significances of the research, definition of key terms and organization of the paper.

Chapter II : This chapter about literature review. It explains about teaching reading, definition of reading, types of reading, aspect of reading, reading comprehension, scientific approach, types of scientific approach, narrative text, definition of narrative text, generic structures of narrative text, language features of narrative text, the purposes of narrative text, definition of digital storytelling, advantages and disadvantages of digital storytelling, and previous review.

Chapter III : This chapter about the methodology. In this parts presents the methodology which is used in this research such a research method, subject of the research, instruments of the research, research procedure, data collection technique and data analysis.

Chapter IV : This chapter about result and discussions. It explains about the result findings and discussion.

Chapter V : This chapter about conclusion and suggestion. It explains the conclusion and suggestion of the research based on data as the result of this research.