CHAPTER I

INTRODUCTION

In this chapter, the researcher principally deliberates about background of the study, identification of the problems, statement of problems, objectives of the study, significances of the study, scope and limitation of the study, and operational definitions.

1.1. Background of the Study

Reading, one of the four language skills in language learning, is realized as exceptionally considerable not only for the language competency mastery but also for the knowledge mastery. When student understand what they read, they have already acquired some knowledge. By giving reading activity in the language learning, teacher actually has opened students' schemata or horizon. Grabe & Stoller (2002, p. 9) argued "Reading is an ability to draw meaning from the printed page and interpreted the information appropriately". In addition, the knowledge they get from reading will give big impact for other language skills such as writing and speaking due to knowledge comes from reading. It is concluded reading means to find out the messenger or information that the author puts into the text as efficient as possible.

Reading is considered as one of the receptive skills that cannot be learned quickly and easily by English' learners so it is significant for students to master understanding in reading activity (Varita, 2017, p. 234). They should have a good understanding of all aspects of reading such as the main idea, inferences, details and vocabulary to reach the passing grade for reading because the purpose of teaching reading is to develop the abilities of students to be effective and efficient in reading. In order to achieve an understanding in reading, students should have an ability of reading comprehension.

Comprehension is a process of construct meaning by interacting with text through combination of prior knowledge, information of the text and attitude of the reader toward the text (Pardo, 2004). Without comprehension, reading is simply following words on a page from left to right while sounding them out. The consequence is the words on the page become meaningless due to the objective of teaching reading comprehension is students are able to understand and interpret what they read. The students are able to pronounce the words in a text to grasp which parts are important or to determine the main idea of a purpose. The students are able to find the information it means that the students must be able to comprehend the meaning of the text.

Comprehension means an understanding of the information words and sentences are communicating in a reading text. According to Tompkins, (2011, p. 37) "Comprehension is a creative, multifaceted process dependent upon four language elements: phonology, syntax, semantics, and pragmatics" In the classroom practice, the reason of reading is reading for information. In order to get the information, students need to comprehend what they have read. The preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in the area of comprehension. Consequently, reading comprehension is one of essential materials of teaching English that is given for students.

However, most of students sometimes cannot construct the meaning from text that they read easily and quickly. They find a difficulty in comprehending text. Moi and Lian (2007) stated that reading comprehension is noted as one of the assessment components that pupils are generally weak in. Whilst reading comprehension is often used as an assessment for students to gain higher degree in school. Therefore, it is important to

address this area of concern and find out the problems to help the students cope with the problems in reading comprehension.

Based on pre-observation during online classroom in pandemic Covid-19 era where all of the learning activities are done virtually, there were many students of the 8th grade at SMPN 48 Surabaya who had difficulties in comprehending a recount text especially grade 8B which had the lowest average reading score of 65.Most of them could not get the main idea and supporting details of the text, most of the students think that reading comprehension is a hard activity to do, they got bored easily in online classroom. As a result, they couldn't reach the Minimum Completeness of Mastery Learning or *KKM (Kriteria Ketuntasan Minimal)* that has been decided in education curriculum 2013 (*KKM* $\geq$ 83 for English subject). Most of the students got the lower scores of *KKM*. So, if the problems continuously happen, the goals of education will never be achieved especially in class 8-B. Therefore, the English teacher is expected to find out the solution of the students' problem in understanding the content of text especially in recount texts.

A recount text is a kind of text to retell the series or events which happened to the participant in the past. Anderson (1998) recount is a piece of text that retells events aimed to give the audience a description of what happened and when it happened. A recount text retells an experience for telling as well as entertaining the readers. Moreover, according to Hyland (2004) recount is a kind of category that has social function to retell experience for the purpose of expressive or entertaining. Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. In Junior High School, students at the 8th grade are expected to master reading text such as a recount text. Thus, it is essential that to overcome the problems faced by students especially in reading skill of recount texts, the teacher should have a suitable strategy in online classroom.

Based on the clarification about the students' problems above, the researcher wants to overcome them by offering a certain strategy. The researcher promotes implementation of songs to solve the students' problems in understanding the content of the text particularly recount text.

A song is a composition made up of lyrics and music, with the intent of the lyrics being sung, for the purpose of producing a proportionate feeling or emotion in relation to a particular matter (Guerra, 2015). In addition, teacher can use songs in the language classroom for comprehension exercises like 'gap-fills' (finding the right word to fill a gap in a sentence), re-ordering words so they make sense, or matching related words. In these exercises, students have to listen for words or phrases connected to a specific grammatical focus or semantic field. This approach involves working with individual sounds, words and phrases, rather than the text as a whole. As a result, students have a broader comprehension rather than focusing on individual words or sounds. They can make predictions about meaning, and then confirm or reject these predictions as they read or listen to the lyrics.

Dealing with those problems, the researcher is going to propose songs as a learning media to improve the students' skill in reading comprehension due to it becomes a solution approach in English teaching. This study is aimed to investigate the implementation of video song to bridge the English teacher in teaching reading comprehension.

During pandemic, the implementation of song can be given as the video song to increase the students interest in learning process. Based on (Kamelia, 2019) Media in the form of videos is useful for teach and learn foreign languages. In terms of foreign language skills, quantitative results show that the achievement of students obtained is higher at the time of learning. video material can also be used as authentic materials and tools to increase motivation. In general, students gain experience that using video material

becomes interesting, relevant, useful and motivate them to learn in class. Different materials can be included in the videos in various class activities for improve learning outcomes and provide conducive classroom environment

The significance of this research is practically having relation to improve the students' reading skill and students' achievements in teaching learning process using song. As a result, the researcher entitled this research *"The Implementation of Video Song to Improve Reading Comprehension Skill of Recount Text for the 8th Grade Students at SMPN 48 Surabaya"*.

1.2. Statements of the Problem

To streamline the results of the research and based on the identification of the problems on the background of this research mentioned, the researcher identifies the two formulated problems, specifically:

1.2.1 How is the implementation of video songs to improve reading comprehension skill of recount text for the 8th grade students at SMPN 48 Surabaya?

1.2.2 How is the students' improvement in reading comprehension skill of recount text by implementing video songs for the 8th grade students at SMPN 48 Surabaya?

1.3. Objectives of the Study

Related to the problems formulated, this research has two determinations, namely:

1.3.1. To describe the implementation of Video songs to improve reading comprehension skill of recount text for the 8th grade students at SMPN 48 Surabaya

1.3.2. To describe the students' improvement in reading comprehension skill of recount text by implementing video songs for the 8th grade students at SMPN 48 Surabaya.

1.4. Significances of the Study

It is expected that the result of the study will give significant contribution for the teacher, the students, and the researcher. It is described as follows:

1.4.1. Teachers

As a source of information for English teacher to improve the quality of English teaching learning process and to solve the problem of teaching reading for Junior High School students through video song technique as an effective approach.

1.4.2. Students

To improve students' skill in learning reading comprehension and have good reading after they learn video song. Therefore, they may be encouraged to explore their English skills especially in reading comprehension

1.4.3. Other Researchers

It is useful as a source of information for further related studies and this study can be used by researcher to have new experience in the teaching learning process.

1.5. Scopes and Limitations

This part provides information on the scope and limitations. Then, the scopes of the research will be the students at the second semester of the 8th grade at SMPN 48 Surabaya. Then, from the identification problems mentioned, limitations of this research will focus only on the implementation of video song toward students' reading comprehension skill at SMPN 48 Surabaya in the Academic Year 2020/2021.

1.6. Operational Definitions

In order to avoid wrong perception of the terms use in this research, some terms are clarified as follows:

1.6.1. Reading is act of reading something, making meaning from written texts through interaction and involvement with written language.

1.6.2. Reading comprehension skill is the ability of reading in understanding information from written text.

1.6.3. Video song is a composition made up of lyrics and music, with the intent of the lyrics and interpret images and scenes. The video is being played during learning activities through online classroom.

1.6.4. A recount text is a kind of text to retell the series or events which happened to the participant in the past.