

CHAPTER I

INTRODUCTION

This chapter discussed the phenomenon of the students' difficulties in comprehending reading passage in a book. This chapter was divided into six types namely research background, research questions, research objectives, scope of the research, research benefit, and definition of terms.

1.1 Background of The Study

Reading is one of important skills in English which has to be improved as one of requirement to master English language. By reading, students will be cleverer in learning English language as stated by Harmer, (2007) reading gives beneficial in mastering language. Whether they are much understand with what they read or not, if they read more, they will get more knowledge. Thus, it can be said that if students want to be more skillful in English, better if they read more about English.

Reading also gives benefits for us such as for enriching the vocabulary, becoming more creative, going more idea for writing (Harmer, 2007). He explains that reading also gives good impact in increasing students' vocabulary, how they pronounce and write words correctly. By using reading materials, teachers may encourage the students to pay attention in content and construction of the text. Then, they will have inspirations to write down their own concepts.

To make the Indonesian students become more creative, people around them should introduce them about reading and make it become their habit since they are children. According to Pallani (in Acheaw & Larson, 2014) reading habit is a necessary and significant aspect for creating an education environment in this world. It creates individuals' personalities and helps them in evolving their thinking and invents their new concepts. To habitualize reading habit, parents and people around students hold an important role of it. They have to grow their reading interest first.

Unfortunately, the fact of reading interest in Indonesia is in poor condition. As mentioned by Connecticut State University USA (2016), more than 50% students aged among 15 years old in Indonesia have low motivation in reading, even basic reading and have low capability in mathematics. Moreover, Indonesia got 60th rank of reading habit position from 61 countries. This survey proven by Progress in International Reading Literacy Study/PIRLS (2011), Programme for International Students Assessment/PISA (2009 & 2012) which both of them work in evaluating reading literacy, science and mathematics.

In order to improve the students' reading habit and skill, in 2015 Indonesian government through the Minister of Education, Anies Baswedan, started a reading program known as *Gerakan Literasi Sekolah* or School Literacy Movement (SLM). School Literacy Movement applies reading in 15 minutes and summarizes it before teaching and learning process starts. Unfortunately, in 2017, *Pikiran Rakyat* (2017) cites that Indonesia still got low rank of reading habit from PISA. It means that reading habit in Indonesia still low although minister of Education has already start SLM. It can be conclude that SLM or School Literacy Movement does not run well.

However, most of, students, including students in junior high school in SMP N 2 Godean are not interested in reading especially when it comes in form of English reading passages. The main reasons behind this problem is they do not really understand the reading passage since they are lack of English vocabularies. Besides, those reading passages are mostly presented in the form of paragraph without any pictures and has uninteresting layout. For the students, of course, it is not attractive; otherwise, the characteristic of students at that age are loving something appealing.

Moreover, the young learners or SMP students are categorized as those with a wide range of emotional needs, emotionally excitable, learn more slowly, forget things quickly, and get bored easily (Brewster, Ellis, and Girard, 2002). Those characteristics are becoming one of the difficulties in teaching English for young learners, especially reading. The teachers should find suitable method and media for making English reading activities fun and effective, so that the students may always remember about what they have already learnt about English.

One of the creative media that may be used in teaching reading activity is pop-up book. Pop-up book is an expansion of the book which combine with creativity in build movable picture content. It is considered effective to support reading activities in classroom because of the design. Pop-up book usually contains attractive pictures, colorful pages, and it is presented in 3-dimension (3D) layout. The combination from hand and eyes, action and reaction, discovery and wonders (Dyk, 2011). Using pop-up book can engage the young learners to participate well in reading activities since it makes them working with words/sentences but also the 3D design encourages them to investigate more about the content of the passages itself.

1.2 Research Questions

Based on the discussion above, the main problems can be formulated in the following questions:

- 1.2.1 What is the need analysis of seventh graders of SMP N 2 Godean?
- 1.2.2 How does the design of pop-up book for seventh graders of SMP N 2 Godean look like?

1.3 Research Objectives

Related to the research problems of the research above, the research objectives of this research are as follows:

- 1.3.1 To discuss the need analysis of seventh graders of SMP N 2 Godean.
- 1.3.2 To present the designed pop-up book for seventh graders of SMP N 2 Godean.

1.4 Scope of the Research

This research was conducted for seventh graders of SMP N 2 Godean, Sleman, in even semester academic year 2017/2018. This research only conducted in one class. This research itself was aimed to support their reading comprehension. It focused on only developing pop-up book as media in learning English reading skill. The pop-up book was adapted from reading passage in English textbook used

by students. Function of pop-up book became media in their English book which contain reading passages and some activities integrated with other skills. In reading activities, the type of reading activity was interactive reading only.

1.5 Product Specification

The pop-up book designed was adapted from reading passage in the students' book material. The total of book was only one. The pop-up book contained text which was presented in 3D pictures, short reading passages, and activities that was elaborate with reading activities. it does not only present activities in reading, but also which was integrated with other skills such as speaking or writing. There are four sections in each pop-up book: section 1 presents vocabulary building related to the story, activity 2 discussed the text itself, activity 3 concerns reading activity; and activity 4 emphasize on extended activities which was used for other skills such as writing and speaking.

1.6 Research Benefit

This research was expected to give benefits both theoretically and practically. Theoretically, the result of this research might help other researchers as their references in conducting the similar research and the pop-up book could be used as the pattern for the designer book. Then, for practically, it would be useful for teacher to teach reading skill and also, she or he can improve their competence in teaching English especially in teaching reading. Moreover, this media and research gave beneficial for students to comprehend reading passage easily and made them be more excited and have high motivation in reading.

1.7 Definition of Term

There were some terms which need to be clarified to avoid misunderstanding of this research. Those are:

1.7.1 Media in Teaching.

Media is the tool to help students to understand the material given by the teacher and also the tool to make the students interest to learning something which is difficult or not interesting.

1.7.2 Pop-up book

Pop-up book is a kind of book which usually contain about narrative text. Although pop-up book contains about story of something, but it is different with story book because the design of this book is 3D as like the picture in every page are 3D. It can stand if the book is opened. Bluemel and Taylor (2012) say that pop-up book is a book that can give movement with the use of paper mechanism.

1.7.3 The seventh Grader Students

The seventh grader students are the students which are have average age around 12 until 14 years old. Besides, they are the lowest grade in junior high school level and they are still included into young learners, Pinter (2011).

1.7.4 Junior High School

Junior high school is included into formal school that is the continuation school after elementary school. In short, junior high school is a school for students who have already graduated from elementary school. Furthermore, there are three grades in junior high school such as seventh graders, eight graders, and ninth graders and the average age of students in Junior High School are around 12 until 16 years old