

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is one of the language abilities that has a crucial role in the learning processes, especially in learning English as a foreign language. This is because with this skill the pupils are not only required to be able to recognise written symbols, but also understand, evaluate and analyse the meaning contained in a text in depth. Reading comprehension in foreign language study is significantly more difficult. Students have to decipher a text simultaneously in terms of unknown vocabulary, grammatical structures, and general meaning. In addition, reading comprehension helps students to increase their vocabulary, to improve their grammar awareness and to promote their critical thinking skills. Without a firm foundation in reading comprehension, the students will struggle to meaningfully connect with English texts in real-life scenarios. Reading is not a passive activity but a dynamic and cognitively demanding process that involves a deeper comprehension and participation. In so doing, the complexity and relevance of reading as a process becomes apparent.

Reading is more than simply recognizing written symbols, so it's important to understand the processes required to read well. According to Pang & Berhardt (2007), reading is the comprehension of written text. It's a complex process involving both the senses and cognition. Word recognition and comprehension are two interrelated processes in reading. Understanding the relationship between spoken language and written symbols is known as word recognition. Understanding related texts, words, and phrases is called comprehension. Readers can typically better understand written content with the help of prior knowledge, vocabulary, grammatical skills, familiarity with the text, and other skills. Comprehension is considered the most important component of the various

processes involved in reading because it allows readers to construct meaning from a text. Reading comprehension can be defined as the process of understanding the meaning of a text and then connecting it with the reader's prior knowledge to gain a clear understanding of the author's intended message. (Idayani, 2019).

Islamic education and teachings emphasize the importance of understanding the meaning of the text. As stated in the Quran, Allah also commands reading, but not just reading, rather thinking about the meaning contained within it. This means not just reading but also understanding the meaning and its significance by involving a thinking process to gain an understanding from the reading.

مَ وَ أَنْتُمْ تَتْلُونَ الْكِتَابَ أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَ تَنْسَوْنَ أَنْفُسَكُمْ
أَفَلَا تَعْقِلُونَ

Meaning: "Why do you ask others to do good, while you forget your own duties, even though you read the Book (the Torah)?" So, don't you think? (Qur'an Surah Al-Baqarah: 44)

This verse highlights that reading should involve a thinking process to gain a deeper understanding. Allah has bestowed upon humans the invaluable gift of intellect, which should be utilized to seek knowledge, primarily through reading. Reading is the fundamental key to acquiring knowledge, and we are encouraged to reflect on the contents of what we read. In this context, reading not only facilitates the acquisition of information but also enhances critical thinking, contextual understanding, and the development of broad insights, encompassing both word recognition and the interpretation of meaning. One of the most crucial aspects of reading is the ability to grasp the meaning within a text, commonly known as reading comprehension, which involves interpreting, analyzing, and understanding the text being read.

Previous research has shown numerous challenges and difficulties in reading comprehension, including understanding language, summarizing

texts, selecting topics from texts from other cultures, distinguishing between main ideas and supporting information, and distinguishing between topics and background knowledge. (Ramadhianti & Somba, 2023). Five areas of reading comprehension exhibit difficulties, including finding specific information, drawing conclusions, understanding the meaning of language, finding references, and determining key concepts. (Saraswati et al., 2021).

Based on the preliminary research conducted at MTsS Darul Fikri, the students' english report card scores in the first semester are presented in table below

Description	Score
Highest Score	92
Lower Score	77
Mean Score	84,17
Predicate A (91-100)	3 Students
Predicate B (83-90)	20 Students
Predicate C (75-82)	17 Students
Total Students	40 Students

Source: Report Card Scores
in the First Semester at MTsS Darul Fikri

Based on the data, the average score of the eight-grade students is 84.17 points. However, 17 students out of 40 students (42.5%) still got predicate C which means that their english ability especially in reading comprehension still needs to be improved. This is also supported by the findings of previous research with English teacher at MTsS Darul Fikri, which identified several issues that hinder students' reading comprehension particularly recount text. First, students have difficulties in understanding the content of recount texts. Many students are unable to identify the main idea, specific information, and sequence of events in recount texts, which affects their reading comprehension achievement. Second, students have low interest and motivation in reading English texts. The learning process

is often conducted using conventional methods and printed texts only, causing students to feel bored and less engaged during reading activities. Third, the use of instructional media in teaching reading is still limited. The teachers rarely use interactive media such as animation videos to support reading instruction, making it difficult for students to visualize and understand the events described in recount texts. These problems eventually lead to students' low ability to comprehend important information in recount texts. Hence, more interesting and effective instructional media, such as animation videos, are needed to increase students' motivation and improve their reading comprehension in learning English.

By combining sound and visuals to create an engaging and immersive learning experience, animated videos can enhance traditional teaching methods and improve students' understanding and retention.(Burrage PS Brinckerhoff CE, 2012). Several media can be used to improve the storytelling experience when conveying stories in an effective manner. Animated videos are one such medium that provides a dynamic means of presenting stories both visually and acoustically. (Mardiana et al., 2023) state that, animated videos help students to learn texts because they have the ability to depict moving objects with sound and are very helpful in explaining the material.

The integration of animated videos into the learning process promotes active student participation and mitigates boredom associated with exclusive reliance on textbooks. This enhanced engagement is demonstrated by students' consistent attendance, sustained attention to the video content, and proficient recall of the material during evaluation.(Olii & Nurwati, 2022). The effectiveness of animated videos in bolstering reading comprehension stems from their multimodal nature. Drawing on Dual-Coding Theory (Paivio, 1986), presenting information through both visual and verbal channels creates richer mental representations, making written content easier to understand and recall.

In several previous studies on the use of animated videos in English learning, such as those conducted by Munawaroh (2019), Adhyatmika et al.(2023), and Tri Idayanti & Widiyati (2025), Tahwiana et al. (2025) found that animated videos help students learn to listen better, and In general, these studies consistently show that animated videos are an excellent learning tool for improving students' English skills as well as increasing their motivation and engagement in lessons. These studies agree that animation video are an effective multimedia learning tool that can support students' language development by providing more specific lessons.

However, despite the consistent positive findings, several research gaps remain. Most previous studies focus on narrative or descriptive texts, while research that specifically examines the use of animation videos for recount text is still limited, particularly in relation to reading comprehension skills. In addition, many studies tend to measure general learning outcomes without analyzing specific components of reading comprehension, such as identifying main ideas, understanding vocabulary in context, making inferences, and comprehending detailed information.

Furthermore, despite the popularity of animated videos, only a small number of studies have used the Cognitive Theory of Multimedia Learning (CTML) as a theoretical basis to explain how students process visual and verbal information simultaneously. (Mayer, 2001) this theory states that if information is presented through a combination of images (visual) and words (verbal) rather than just words alone, learning will be more effective. This theory is based on the idea that humans have two information processing channels: visual and verbal. CTML also emphasizes that because of the limited cognitive processing capacity of humans, the presentation of material must be designed in a way that does not overload working memory. Learning is also seen as an active process in which students select, organize, and integrate new information into their prior knowledge.

Another limitation is that current research has largely been conducted in junior high schools in general, with very little conducted

specifically in the context of Madrasah Tsanawiyah. Consequently, this study focuses on the use of animated videos to improve students' comprehension of recount texts, based on CTML, and conducted in a madrasah setting.

The researcher conducted this study to determine how animation video affect students' ability to reading comprehension of recount texts after they are taught as part of their learning. The research is titled "The Effect of Animation Video on Reading Comprehension of Recount Text at the Eighth Grade of MTsS Darul Fikri."

B. Identification of the Problem

Several key issues were identified based on the background of this study. As a result of interviews conducted with English teachers at MTsS Darul Fikri, several issues were identified that hinder students' ability to understand English texts, particularly recount texts:

1. Students have difficulties in understanding the content of recount texts. Many students are unable to identify the main idea, specific information, and sequence of events in recount texts, which affects their reading comprehension achievement.
2. Students have low interest and motivation in reading English texts. The learning process is often conducted using conventional methods and printed texts only, causing students to feel bored and less engaged during reading activities.
3. The use of instructional media in teaching reading is still limited. The teachers rarely use interactive media such as animation videos to support reading instruction, making it difficult for students to visualize and understand the events described in recount texts.

C. Limitation of the Problem

Based on the problems above, students still face difficulties in comprehending recount texts, have low motivation in reading activities, and experience limited use of engaging learning media. Therefore, the researcher is interested to determine the effect of animation video on

students' reading comprehension of recount text, particularly personal recount text, at the eighth grade of MTsS Darul Fikri.

D. Formulation of the Problem

Does animation video give significant effect toward in reading comprehension of recount text at the eighth grade of MTsS Darul Fikri?.

E. Purpose of the Study

The purpose of this research is to determine significant effect of animation video in reading comprehension of recount text at the eighth grade of MTsS Darul Fikri.

F. Significant of the Study

The purpose of the benefits of research is the impact of achieving a goal. There are two benefits of the research results, namely usefulness to increase knowledge or theoretical use to help solve problems on the object of research that is being studied on used practically.

1. Theoretical Benefits

The results of this study are expected to be used as a reference in learning English, especially in reading comprehension using animation video

2. Practical benefits

a. For teachers

The result of this research is expected teachers can utilize animation videos as an engaging teaching tool to enhance reading comprehension lessons, making complex English texts more accessible and enjoyable. This approach can save preparation time by providing ready-made visual aids, reduce classroom management challenges through increased student focus, and allow teachers to assess comprehension more effectively via interactive elements in the videos. Additionally, it equips educators with innovative methods to differentiate instruction for diverse learning needs, ultimately boosting their teaching efficacy and professional development in language education.

b. For students

The result of this research is expected students will experience improved reading comprehension skills through visually stimulating animation videos, which can make abstract concepts in English texts more relatable and memorable. This method fosters greater motivation and participation in learning activities, helping students overcome reading difficulties and build confidence in a fun, low-pressure environment. It also supports self-paced learning, enabling students to revisit content as needed, which can lead to better academic performance, higher retention of vocabulary and grammar, and a more positive attitude toward English language studies overall.

c. For school

The result of this research is expected schools can leverage animation videos to elevate overall English program quality, potentially leading to higher standardized test scores in reading comprehension and improved student outcomes. This resource-efficient tool reduces the need for extensive physical materials or additional staffing, lowering operational costs while enhancing inclusivity for students with varying abilities. Furthermore, it can strengthen the school's reputation by adopting modern, technology-integrated teaching practices, attracting more enrollment and fostering a progressive educational environment that aligns with contemporary learning standards.

G. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is defined as the ability to use and understand written language in a form that is socially required or valued by an individual. This includes the process of constructing meaning from various types of texts, enabling readers to read for personal enjoyment and participate in social contexts.(Bruggink et al., 2022).

2. Learning Media

Learning media is a term that refers to the tools and software used by teachers to convey information to students during the learning process. These tools and software are intended to help students achieve their learning objectives and enhance the effectiveness of their learning.(Puspitarini & Hanif, 2019)

3. Animation Video

According to Brown (2001), animation video belongs to audio-visual media because it combines moving images and sound to support the teaching and learning process.

