

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Reading can be defined as a fundamental language skill. This skill is essential for both academic and social success (Özdemir and Akyol 2019). In education, the ability to read is very important. Amini et al. (2020) found that reading ability is a significant factor in students' academic success, as it contributes to the improvement of their language and communication skills. Reading is also the basis for understanding subject matter at school and developing further knowledge and skills. As Ganie et al. (2019) emphasized, reading ability can facilitate access to new knowledge and opportunities, particularly in the context of foreign language acquisition.

Reading proficiency requires mastery of basic skills that are learned gradually and combined over time to achieve the ability to read independently with full comprehension. Reading comprehension can be defined as the cognitive ability to understand the meaning of a text and the ideas that the author wants to convey, either explicitly or implicitly (Yurko and Protsenko 2022). Stahl et al. (2020), state that comprehension can be referred to as the “essence” of reading. Measuring reading comprehension shows how well all the components of reading work together.

In the context of English language learning, narrative text has been identified as a highly effective resource for enhancing students' reading abilities. This efficacy can be attributed to the engaging characteristics of narrative text, such as its plot, characters, conflict, and resolution. According to Jahn (2021), narrative is defined as "anything that tells or presents a story," whereas a story is defined as "a sequence of events involving characters." Compared to other text types, narrative text is more engaging and relevant to students' lives. In addition, according to Herman et al. (2012)

Narrative can be delivered through writing, speaking, still or moving images, and movement. This makes narrative can be enjoyed through a variety of media, thus providing a varied experience for readers and listeners. The story element in narrative text can also create students' emotional involvement, so that it can motivate students to read more. In 2005, Knapp and Watkins advanced the theory that narrative constitutes a prominent macro-genre. They argued for its preeminence in the literary world, noting its ability to incorporate elements of diverse genres while retaining its dominant status. This characteristic renders the narrative macro-genre a versatile and preferred choice for readers.

In Narrative learning, reading skills and reading comprehension play an important role. Narrative text not only presents an interesting storyline, but also contains complex language elements such as vocabulary, sentence structure, and contextual meaning. Narrative learning helps students to improve their ability to think and interpret storylines, characters, themes, and moral messages. However, many students still struggle to understand and follow to the learning process during their studies. Ganie, Deliana, and Rangkuti (2019) identified three main factors that affect students' difficulties in the learning process, including (1) lack of vocabulary knowledge, ignorance of word meanings, and lack of motivation/interest in learning, (2) inappropriate learning media, and (3) unsupportive teaching materials. From these three factors and the results of the researcher's observations in the field show that the biggest influence is on the lack of motivation / interest in learning students caused by inappropriate learning media. So far, the teacher has used the reading-aloud method to teach narrative learning. Gibson (2008) said that reading-aloud technique is an old-fashioned reading technique and less interesting. This causes the reading-aloud

technique to be ineffective for all students, especially students who have difficulty reading independently (Hazzard 2016).

To facilitate the narrative learning process, a variety of media options are available, including audio-visual media. According to Yadav (2020), “audio” means hearing/hearing, and “visual” is anything that can be seen. So, audio-visual is what is known by hearing and seeing. Audio-visual media such as videos, animations, short films can be an effective media choice in narrative learning. With audio-visual media, students can more easily understand the content of the story. Mayer (2002) found that students taught with a combination of words and pictures showed greater comprehension than students taught with words only.

Numerous research has examined the impact of audio-visual media on students reading comprehension abilities. For example, research was conducted in 2020 by Asrul, Khoirot Daulay, and Suci Amaniarsih The impact of audio-visual media (video) on students' reading comprehension abilities was investigated in the study "The Effect of Audio-Visual Media on Students' Reading Comprehension." Because it can help students become more creative and comfortable during the learning process, the study indicated that the usage of audio-visual media significantly affects students' reading comprehension skills. Furthermore, a study titled "How Watching Subtitled YouTube Videos Can Affect EFL Listening, and Reading Abilities" was conducted by Nakamura and Spring (2020). This study investigates how Japanese EFL students' hearing comprehension, reading speed, and reading comprehension are affected by YouTube videos with subtitles. The study found that watching films with subtitles enhanced students reading comprehension and speed.

In this study, YouTube was selected as the media for the narrative learning teaching method. The researcher chose English Fairy Tale YouTube channel because

this channel offers video content with good quality, including interesting audio-visual presentations with clear subtitles, and the stories presented are interestingly packaged to be easily understood by the audience. According to Watkins and Wilkins (2011), videos are a great way to expose students to a variety of English dialects, therefore they can be an effective medium in students' reading activities. In addition, YouTube is also easily accessible and has a simple interface design (Neumann and Herodotou 2020). YouTube also facilitates teachers' access to higher quality teaching materials that interest students. Hattie (2009) states that the availability of quality learning resources has a major impact on student learning outcomes.

Although there have been many studies that show the effectiveness of audio-visual media such as videos and YouTube to improve students' reading comprehension skills, most of these studies have not specifically explored the impact of using specially designed YouTube content, such as the English Fairy Tale YouTube channel on learning Narrative text. The previous studies only focus on the use of videos in general or videos with subtitles without being related to specific materials. In addition, there is still a lack of studies that focus on the combination of visual, audio and subtitle elements in increasing student engagement and overcoming the limitations faced by students with low learning motivation. Therefore, this research seeks to fill the gap by examining how the use of English Fairy Tale YouTube channel as audio-visual media can significantly contribute to the learning of narrative text especially in improving reading comprehension ability and increasing students' learning motivation.

## **1.2 Problem Identification**

Many researchers have conducted research on the use of audio-visuals in English language learning. However, most studies only focus on the general aspects of Audio-Visual media use without specifically highlighting its effect on improving



students' reading comprehension skills, especially in narrative text learning. In fact, narrative text has a rather important role in developing students' literacy skills because it contains interesting story elements that can motivate and engage students emotionally.

Until now, there has been minimal research exploring the effectiveness of Audio-Visual media in the context of narrative learning. One of the potential media to be used is English Fairy Tale YouTube channel, which presents narrative stories in English. Thus, the purpose of this study is to investigate how students' reading comprehension skills in narrative learning are affected using audio-visual materials from the English Fairy Tale YouTube channel.

### **1.3 Limitation of the Study**

This research is limited to analyzing the use of 'English Fairy Tale YouTube channel' as a teaching media for narrative reading. This study was conducted with 9<sup>th</sup> grade students at SMP Negeri 4 Negara, focusing on the impact of audio-visual media on students reading comprehension ability. The scope of this study does not extend to other grade levels, type text, or boarder aspects of language learning such as writing, speaking, or listening.

### **1.4 Research Question**

From the above background, the following formulation of the study's concerns can be made:

1. Is there a significant effect of using the audio-visual 'English Fairy Tale YouTube Channel' as a media in teaching reading comprehension?

### **1.5 Objective of the Study**

The objective of this research is to investigate how teaching narrative texts through the “English Fairy Tale YouTube channel” affects students’ reading comprehension abilities.

## **1.6 Significance of the Study**

### **1.6.1 Theoretical Significance**

This study is theoretically significant because it contributes to the literature on the use of video (audio-visual) media in reading instruction. By providing scientific support for the use of video media to improve students' reading comprehension skills, the study supports the integration of multimedia tools into teaching strategies. Furthermore, the study provides valuable insights into how video media can be used to foster a more engaging and effective reading learning process in schools. These findings form a foundation for the development of innovative teaching strategies and serve as a reference point for educators and students in maximizing the potential of audio-visual media as a learning tool.

### **1.6.2 Practical Significance**

#### **1.6.2.1 For Students**

1. In classroom learning, students can more easily understand narrative text through more interactive and interesting media such as audio-visual media English Fairy Tale YouTube channel.
2. Audio-visual media such as English Fairy Tale YouTube channel can help students increase their learning motivation by presenting the story in an entertaining way with audio, visual and text elements.

3. With audio, visual and text in the learning media, students also can improve their listening, reading and comprehension skills at the same time.

#### **1.6.2.2 For Teacher**

1. Teachers get alternative learning media that are effective and practical for teaching narrative texts.
2. The use of English Fairy Tale YouTube Channel media provides a variety of teaching methods that can increase students' involvement in the learning process.
3. Teachers can use the subtitles in the video to enhance students' understanding of English vocabulary and structure.
4. Video media also makes it easier for teachers to access high-quality teaching materials without incurring significant additional costs.

#### **1.6.2.3 For Other Researchers**

1. The results of this study can serve as a foundation for future research on the efficacy of learning materials based on videos and YouTube at various educational levels or on other English language proficiency areas including speaking, writing, and listening.
2. This research also opens opportunities to explore the effectiveness of other YouTube channels in improving students' English language skills, especially in today's digital age where online media is increasingly used in the learning process.