

CHAPTER I

INTRODUCTION

1.1 Background of study

Reading is very important in teaching learning process because students can begin with reading and understanding the material. Pang (2003), states reading is about understanding written text. In reading comprehension, students also need media that can support them in understanding the text. Good and interesting media makes easier for students to understand the text. Students in junior high school usually have problems to understanding or comprehending the text. So that is why, media is very important to used for reading comprehension in teaching and learning English. Resmi (2011), states factor that effect reading comprehension is the ability to parse the message, vocabulary, knowledge, knowledge of the concepts, and cognitive development. To get the knowledge or information of the text we should understand kinds of the text.

Based on curriculum of 2013, reading comprehension for nine grade in junior high school, kinds of the text that should be learnt by the students are descriptive text, recount text, procedure text, and narrative text. This research focused on the narrative text. Based on the researcher's experience, reading is one of is the most difficult skill to learn. The researcher has taken a lot of information and communicated from the English teacher at SMPN 1 Bintan about students' problems in reading comprehension. Based on information from the teacher, the researcher concludes that the problem from the teaching media used by the

teacher. Sometimes, English teachers use boring teaching media in teaching reading. The teacher only gives some explanations and pictures from the textbook. That makes students less understand the material, and they cannot make their understand in English at the end of the lesson. Some students may find English subjects to be boring classes because of the teaching media used by the teacher.

In this case, the reseacher suggests the Pop-Up Books as a learning media in teaching reading to be more effective. There are several reasons why using Pop-Up Books are so effective for students reading comprehension. The first reason is that the Pop-Up Books are interesting. Then is because Pop-Up Books is In 3D so they can motivated to read it. And then the Pop-Up Books is colourfull so it's can make the students want to know what is in the Pop-Up Books.

In this study, the researcher used fairy tale as a material. In teaching and learning narrative text, the student needs the media that can help the student to improve the reading comprehension. To improve reading comprehension we need visual media with various interesting pictures so students can learn enthusiasly and motivated to understand the text. So, the researcher used visual media in the form of a book with various pictures that turn up 3 dimensions called a pop up book.

Pop up book is one of the interesting and suitable media for reading. According to Rahmawati (2018), pop up books are types of books that can move and interactions arise from paper movements. In this study, researcher used pop-up books as a media on students reading comprehension. According to Daryanto (2018), that pop-up books has advantages, which are simple, economical, easily accessible, able to convey a summary, can be varied between media one with

other media. Based on the explanation above the study to know the effect of using Pop-Up Books on students' reading comprehension. The researchers used pop-up books as a media to teach reading comprehension.

1.2 Identification of the problem

Based on the background, the researcher identifies the problems, such as:

1. The students got difficult to understand the text.
2. The students were difficult to receive knowledge in reading.
3. The students were not paid attention to read without mentoring by teacher.
4. The students have limited vocabulary.

1.3 Limitation of the problem

Based on the identification of the problem above, the researcher focused on the effect of using pop-up Books on Narrative text in basic of competence in the Grade nine of SMPN 1 Bintan, and this study used as a narrative text to find out the effect.

1.4 Research question

Based on the limitation of the problem, the research question is formulated "Is students who are taught reading comprehension by using pop-up books more effective then students who are taught by using power point?"

1.5 Research Objective

Based on the research question above, the research objective is formulated to know whether or not the effect of using pop-up books on students' reading Comprehension of SMPN 1 Bintan.

1.6 Significance of the study

1.6.1 Theoretical Benefit

To give information about the effect of using pop-up books on Students' Reading Comprehension of SMPN 1 Bintan.

1.6.2 Practical Benefit

1. for students

The students were more interested to learn English because they learned by using Pop-Up Books as media and this research gave contribution to the students' reading comprehension of SMPN 1 Bintan to learn reading material enjoyable and interesting.

2. for teachers

The result of this research can help the teacher to easier present the material about reading comprehension.

3. for others researcher

The result of this research was given information to the other researchers in realizing the effect of using Pop-Up Books on students' reading comprehension of SMPN 1 Bintan.

1.7 Definition of key terms

1. Effect

Effect is a result or consequence of something that we already did. Then, effect has two results, there are good and bad effects.

2. Reading comprehension

Reading comprehension is highly complex cognitive process involving the interaction between the reader and the text to create meaning. This ability to read text, process it and understand the meaning in Narrative text that measured by test.

3. Pop-Up Book

Pop-Up Book is a book with paper elements with pages that can be manipulated by the reader because this book is in 3D (three-dimensional), it easier for students to learn, especially on narrative text.

