

## INTRODUCTION

This chapter presents background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of term, the details are as follows.

### 1.1 Background of the problem

Reading is very essential in learning English in order to get information from the written text. In relation to this, Cristian and Marry (1976) mention that reading is the most important skill of all for the most students of English through the world.

In reading activity, the reader should interpret the meaning of written texts. Clark and Sibelstein (1987) define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that readers interact with print and use their prior knowledge combined with visual information in comprehending the message. Consequently, if a reader fails in the interacting process of printed materials and monitoring comprehension, he was unable to get the intended information. Reading, which belongs to receptive skill, can be defined as a process whereby one looks at and understands what has been written (Williams, 1999: 2). It means that, when someone reads, he looks at something written and tries to get the

meaning to understand it. Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time (Davies, 1995: 1). It means that reading activity connects the reader and the writer although they are in different time and place; for example reading a movie script as a narrative text.

Concerning reading, based on the researcher's teaching experience she found that the ability of the second grade students of SMP Wiyatama Bandar Lampung was still far from the objective stated in the curriculum. The students face difficulties in reading narrative text, as a matter of fact their average score in reading was only under the KKM, 65. Whereas, SMP students' KKM in this year (2012) is 70. The media which was used by their English teacher was monotonous, he just followed the textbook. Moreover, based on her Teaching Training Program (PPL) in SMAN 10 Bandar Lampung, she also found the same average score. KKM in 2011 for SMA students is 75, therefore it is necessary for English teachers to motivate the students in reading by using different media, for example movie script. Stevens in Baldwin (1985) says that children have better ability when they read materials in topics which are highly interesting to them. It means that to promote positive attitudes toward reading, the teacher must provide students with reading texts that match the students' reading level and interest.

Referring to the statement above, the writer observes the students and to guide them in order to develop their reading ability of narrative text. In this case the writer tries to use a media in teaching reading text, which is through movie script. This media is

chosen to teach reading text because it is an interesting way in teaching learning process. In line with this, Carrick(2000) states that the element of movie script enables students to realize that reading is an activity that permits experimentation. Haag and Cole (1980) state the major components of movie are action and dialogue. The "action" is written in the present tense. The "dialogue" is the lines the characters speak. Gregory (1999) also says that reading plays have potential to help children with more than fluency. Harris and Sipay (1990) describe script reading as one of the most interesting oral reading activities for children. These children are usually willing to read a part in a play, because the spotlight was on them. Because scripts are usually based on familiar stories, reluctant readers may become interested in reading more. Although movie script is very interesting, it must be well considered if it will be used for students in the rural areas. It is because not all of them are familiar to movie. In addition, the type of movie script must be suitable for the grade of the students. Bearing this in mind the application of movie technique is expected to make the teaching of reading more effective and enjoyable.

Considering the background above, the writer focuses her research in reading by using movie script in order to find out whether movie script can improve students' reading ability or not. In her treatment the researcher taught the students about teenager type of movie script in order to help the students in understanding it. After that the researcher gave reading comprehension test to the students through movie script in order to know the students' ability in reading text. This research is conducted at class VIII B SMP Wiyatama Bandar Lampung as the students might have got

enough experience in reading when they were in junior high school but still their reading achievement does not reach the KKM. Hopefully, by doing the movie script in teaching reading text, the students' reading ability in SMP Wiyatama Bandar Lampung increased. Therefore the title proposed for this research is "The use of movie script in teaching reading text at the second grade of SMP Wiyatama Bandar Lampung".

### **1.2 Formulation of the problem**

Based on the background of the problem above, the researcher formulates the problems as follow:

- 1.2.1 How is movie script used in reading text class?
- 1.2.2 What are the students' and teacher's problems in the process of teaching learning reading comprehension by using movie script?

### **1.3 Objective of the Research**

Based on the formulation of the problem above, the researcher proposes the research objectives as follow:

- 1.3.1 To describe how movie script is used in reading text class
- 1.3.2 To find out the students' and teacher's problems in using of movie script in reading texts.

#### **1.4 Uses of the Research**

In relation to the problem and objective, the uses of this research are:

- 1.4.1 Theoretically, to give contribution to EFL teachers, Junior High School English teachers, and curriculum developers about the quality of using movie script as a media in reading comprehension. The problems that they faced and the strategies that the high and low proficiency readers used to cope with the problems in reading comprehension.
- 1.4.2 Practically, to give information to Junior High School English teacher that the media in this research was more effective in improving the students' achievement in reading comprehension.

#### **1.5 Scope of the Research**

In this qualitative descriptive research, the researcher focused on the process of the use of movie script in teaching reading text and the problems that faced by the students and teacher during the use of movie script. This research was administered at the second grade of Wiyatama Bandar Lampung involving the students of class VIII B academic year 2012/2013. This research was carried out in five meetings. One meeting was used for introduction, three meetings was used for classroom observation, and one meeting was used for giving the questionnaire to the students. The reading materials are taught based on the school based-curriculum (KTSP).

## **1.6 Definition of terms**

1. Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.
2. Movie script is the written text that provides the basis for a film production. It usually includes not only the dialogue spoken by the characters but also a shot-by-shot outline of the film's action. It may be adapted from novels or stage plays or developed from original ideas suggested by the screenwriters or their collaborators.