

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains a brief description of the research background. It includes the rationale, identification of problem, limitation of the problem, research question, research objective, significance of research and hypothesis.

### **1.1 Rationale**

Animation video is an effective teaching media that can be defined as a powerful educational medium that incorporates elements such as images, audio, and other videos. Video is one of several types of learning media that can be used to complement the learning process. To help students understand the material being given, animation is a collection of text, lines, images, and other object-forming elements that work together to create sound and motion effects (Mardiana, 2023). Moreover, learning by videos provide a realistic learning model, allowing students to learn in a real-world environment and avoid abstract learning. Using innovations such as animation video allows both teachers and students quickly implement learning processes through engaging virtual environments.

Reading is very important for students with intellectual disability so they are able to do it daily activities independently, especially in this modern life with understand the vocabulary contained in environment around the students. Skills reading for intellectual disability students more emphasis is placed on learning functional reading, reading ability oriented towards internal applications everyday life, for example reading food labels, phone books, reading maps.

Intellectual disability students are a condition of student who experience difficulties and limitations in mental-intellectual development and incompetence in social communication below average, so experience obstacles in completing their tasks (Fakhiratunnisa, 2022).

According to Rochyadi (2005) in Widiastuti (2019), there are several problems that intellectual disability students have so that they have difficulty learning English. In learning problems, they have difficulty remembering, understanding and abstract thinking. Then they also have speech and language disorders where they have difficulty articulating words correctly. They have difficulty in speaking fluently, reading text and writing text. Even though intellectual disability student have problems and obstacles, they are also have opportunities to learn like student in general. Therefore, to meet the needs of intellectual disability student, teacher must have the ability to think creatively to deal with intellectual disability student in supporting the problems faced by student.

Several learning media such as flashcards and hand puppets can be used to teach English to intellectual disability student. Here the researcher uses more innovative media, namely animation video. Based on the explanation above, researcher focus on the media that can be important in teaching method to enhance reading skill for intellectual disability students. Media can be an effective ways to teach English, it can changes the atmosphere in the class, the used of animation videos expected to give good effect for intellectual disability students and the teacher. Therefore, research on reading for intellectual disability students at SLBN Taruna Mandiri is very important to do.

There are some previous research that support this research. First, the research conducted by Thresia, Palupi, Pitaloka (2021), The effect of using animation video for mentally retarded students in vocabulary mastery. The purpose of this research is to find out the influence and significant difference of using animation video for mentally retarded students' vocabulary mastery at SLB Wiyata Dharma Metro. The findings indicate that employing animation videos had a significant impact on students' vocabulary mastery. The similiarities of this research is the participant of the research is intellectual disability students, using pre experimental research to conduct the data, and also using animation video as a media. The difference of the study is conduct at senior high school level and also focused on reading skills, not vocabulary mastery.

Second, the research conducted by Khasawneh (2023), *Interactive Multimedia to Improve Reading Skill of Students with Special Needs*. This study aims to know the use of interactive multimedia to train children with special needs. To collect data, the researcher used qualitative methods. Data collection was carried out by observation, interviews and questionnaires. Result of the study show the created interactive multimedia does an excellent job of conveying information. The similarities of this study is focused on students reading skill. The difference of this study is using animation video as an interactive media.

Third, the research conducted by Alexoupoulo, Batson, Drigas (2021), *The Contribution of Information and Communication Technologies to The Improvement of The Adaptive Skills And The Social Inclusion of Students with Intellectual Disability*. This research aims to know the use of new technologies for students with special needs. The method is qualitative, systematic analysis. The result shows that the contribution of ICT in supporting intellectual disability student is unquestionable. The similarities of this study is participant of the research is students with intellectual disability. The difference of the study is using pre eksperimental method and animation video.

Although there are some previous research discuss about intellectual disability student, but no one of them discuss the effect of animation video to enhance intellectual disability students' reading skill. The aims of this research is to know can animation video effect students' reading skill with intellectual disabilities. Therefore, the researcher decide to use research proposal title "The Effectiveness of Animation Video to Enhance Students' Reading Skill With Intellectual Disabilities"

## **1.2 Identification of the Problem**

Based on the rationale above, the researcher found several problems of this research as follow :

1. The students' reading skill in English is still poor because the students have intellectual disability
2. The students only know vocabulary that they learn before. The classroom atmosphere did not support the students to learn English more

## **1.3 Limitation of the Problem**

This research was investigate the effect of animation video in enhancing students' reading skill, and the aim of this research is to find out can animation video effect students with intellectual disabilities in enhancing reading skill.

The scope of the research was limited to examining 13 intellectual disability students at SLB Negeri Taruna Mandiri. The research period last a maximum of 2 weeks with 4 meetings. Each student would be given a pre-test in the first meeting, then the next 2 meetings of applying the treatment teaching use animation video, and a post-test in the last meeting.

## **1.4 Research Question**

Based on the statement above, the researcher determine the research question as follows :

1. Does animation video effective to enhance students' reading skill with intellectual disabilities?

## **1.5 Research Objective**

Based on the research question above, the research objective is to find out can animation video effect students with intellectual disabilities in enhancing reading skill.

## 1.6 Significance of Research

### 1. Theoretically

The finding of this research would find the effectiveness of animation video to enhance students' reading skill especially for students with intellectual disabilities. Giving a valuable to any further research which to study the same case, so this study will become a piece of helpful information and a useful reference for the next study.

### 2. Practically

By conducting this research, it provide functions or benefits not only to researcher but also to students, teachers and parents. The benefits are :

#### a. For the students

The benefit for students is that intellectual disability students can try new learning methods as an effort to improve their English reading skills. If students are comfortable with video animation learning media and can improve their abilities, this will have a good impact on student learning development.

#### b. For the teacher

The benefit for teachers is the innovation of new methods. If it is proven to be effective, then this method can be applied to teach students with intellectual disabilities. Learning methods for students with intellectual disabilities must always be adjusted according to their needs, fun teaching media is the most important thing in the teaching and learning process.

#### c. For the parents

The benefit for parents is as an evaluation of how their child's learning process is progressing at school and because video animation media is easily accessible via gadget or laptop, parents can also teach their children at home, remembering that intellectual disability students are students who must always be given reminders because they are easy to forget the lesson material.

#### d. For the researchers

Benefit for researcher is to obtain a perception into the influence of animation video for intellectual disability students, so researcher can find out the right and relevant learning technique to implementation in the classroom.

### **1.7 Hypothesis**

According to Creswell (2018) hypotheses are predictions the researcher makes about the expected outcomes of relationships among variables. They are numeric estimates of population values based on data collected from samples. The researcher conclude the following research hypothesis:

1. Null hypothesis (Ho) : animation video have no effect on enhancing students' reading skills
2. Alternative hypothesis (Ha) : animation video have an effect on enhancing students' reading skill.