CHAPTER I
INTRODUCTION

In this chapter I, the researcher presents the background of the research, formulation of the research problem, objective of the research, research hypothesis, significance of the research, scope and limitation, and definition of key terms.

A. Background of The Research

In this modern era, English as an international language makes English very important because it is needed in various aspects; commerce, science, technology, and much more. According to Wardhaugh (1972:9) language is one of the tools that can be used to communicate in society. English plays a very important role in academics and professionals (Ricardo Schutz: 2007). This statement was also stated by Nurhayati (2018) that language is a very important aspect in education. Therefore, improving English language skills is considered very important, especially in education.

Nurhaytai (2016) explains that in understanding English, English learning has four skills for students to master. This relationship is related to each other. Because they are related to each other, reading is one of the skills that must be mastered. Reading is no less important than other English skills such as speaking, listening, and writing. Reading can be used as one of the most diverse information centers. To support this statement, Nanun (2003: 68) also classify that getting information from building the meaning of reading is an important point of reading. Students can increase their knowledge by reading. National Education Minister's Regulation no. 23 of 2006 explains in detail that in the curriculum students are required to be able to understand a text or reading either communication between two or more people (interpersonal) or to get something desired (transactional). This means students to read by building concepts and developing vocabulary so that students can understand the content of the text. This is what can improve students' abilities.

In general, reading without doing comprehension is futile. This is explained by Boss and Vaughn (1991:144) reading aims to gain understanding. Thus, in this

study, the researcher looked for alternative strategies to make it easier for students to reading comprehension.

In reading, understanding is important. This was conveyed by Boss and Vaughn (1991: 144) reading comprehension is the process of building meaning by integrating the information conveyed by the author with the background of the reader's knowledge. By mastering the technique of reading comprehension students get a lot of information from the text read. David Nanun (2003: 69) explains that to get better results in learning English students must improve their reading skills. This is why reading skills are so important to student success.

Because of the importance of reading skills in learning, teachers must be able to provide the right strategies to get maximum results. That's a challenge for teachers. Finding the right strategy for students is not easy. But when the right strategy has been found, students easier to understand the reading they read. In fact, in Indonesia need to improve the technique of reading comprehension. This statement is explained by Siti Murtiningrum (2009) in her thesis entitled "classroom interaction in English learning". Murtiningrum (2009) also mentioned that the teacher only taught the students to read the paragraph in the text, mark and find the meaning of words that are considered difficult, and answer the questions in the teaching-learning process. In this case, the teacher doesn't apply an appropriate strategy for teaching reading. This can affect student's reading ability. If someone does not have good reading skills, they not be able to understand information or idea in those books or texts.

In the curriculum that is currently being applied, there are several texts that must be mastered by junior high **school** students. It is explained in *Kompetensi Inti (KI)* and also in *Kompetensi Dasar (KD)* that the text is narrative, descriptive, procedure, argumentative, and the last is report text. This becomes a challenge for teachers to prepare learning strategies given the number of texts that must be mastered. One text that has difficulty mastering is the report text. Nurhayati (2014) explains that there are many vocabularies that are not familiar to students, this is the most common obstacle in reading comprehension. In addition, students do not have enough interest in reading. That's the challenge for teachers. The solution to both of these problems is to implement the right learning strategy.

In the theories that have been mentioned, strategy in the learning process is very important to get the success of reading comprehension. There are many reading techniques available, but visual imagery strategy is a reading technique that involves sensory visuals and audio. With this, students more easily create the meaning of the reading that is being read in their minds. Visual imagery has an easy and efficient way to apply to students who still have reading comprehension problems. In this study, researcher apply visual imagery strategies to improve student's ability in reading comprehension.

Previous research has shown that visual imagery strategies are effective at improving students' reading skills. As in the research that has been conducted Riyan Azkalia (2018) entitled "The Effectiveness of Visual Imagery Strategy in Teaching Reading Narrative Texts" which focuses on reading skills narrative text and Sari, Ulya Kanti Laksita (2016) with the title "The effectiveness of visual imagery strategy for teaching reading comprehension of descriptive texts." That focuses on the skills of reading descriptive text showed the same results. That is, visual imagery is effective for improving students' comprehension reading skills. However, it has been difficult to find research that tests the effectiveness of visual imagery against the reading skills of report text. Therefore, research is needed to find out whether visual imagery is effective to improve the ability of reading comprehension in report text.

Related to this, the researcher wants to analyze how effective this method is for students' reading comprehension in report text. This research focuses on analyzing visual imagery strategies for teaching learning processes, especially to improve reading comprehension ability in students in the report text. With this research, researcher hopes that this strategy can be used as an alternative strategy to improve students' reading comprehension ability.

B. Formulation of The Research Problem

Based on the explanation of the background of the study, formulation of the research problem can be formulated as follows:

Is there any significant difference score between students who are taught by using visual imagery strategy and those who are not taught visual imagery strategy to their reading comprehension on report text at the third grade of SMPN 1 Srengat?

C. The Objective of The Research

Based on the explanation of the formulation of the research problem, the objective of the research can be formulated as follows:

To find out whether there is any significant difference score between students who are taught by using visual imagery strategy and those who are not taught visual imagery strategy to their reading comprehension on report text at the third grade of SMPN 1 Srengat.

D. Research Hypothesis

Review of previous theories and research, hypotheses in this study can be made to answer questions from the formulation of research problems above. The null hypothesis (H0) and alternative hypothesis (Ha) of the study are as follows:

1. Null Hypothesis (H0): there is no significant different score between students who are taught by using visual imagery strategy and those who are not taught visual imagery strategy to their reading comprehension.

2. Alternative Hypothesis (Ha): there is significant different score between students who are taught by using visual imagery strategy and those who are not taught visual imagery strategy to their reading comprehension.

E. Significance of The Research

With this research, it is expected to provide benefits and contribute to teachers, readers, and the next researchers. These benefits can be described as follows:

1. The English teachers

   The English teachers who want to apply visual imagery strategy to improve their learning process. The learning process here is focused on improving student reading comprehension.

2. The Readers

   The readers who want to use this information to improve their knowledge about reading comprehension.

3. The next researchers

   The next researcher who interests in used the visual imagery method and conducting similar studies with different participants.

F. Scope and Limitation

The scope and limitations of the problems in this study are aimed at avoiding misunderstandings that may occur. The scope and limitation of this research are conducted at the third grade of SMPN 1 Srengat, focus on the effectiveness of using visual imagery strategy toward the student's reading comprehension. The material that taught to students is about report text.

G. Definition of Key Terms.

From the title mentioned in the previous items, there is some explanation. The title is "The Effectiveness of Using Visual Imagery strategy toward The Student's Reading Comprehension Ability in Report Text of the third Grade Student's At SMPN 1 Srengat". The definitions of key terms are as follows:

1. Effectiveness

   Effectiveness is an expected achievement in accordance with the goals to be achieved. Macceca (2007:202) explains that something is considered effective if it has a clear result. Mardiasmo (2017:134) argues that the better the output produced is closer to the goal, the higher the level of effectiveness. It can be

concluded that in this study it can be said to be effective if the strategy applied gets maximum results in the reading comprehension learning process.

2. Visual Imagery strategy

   Visual imagery is a reading strategy where the reader understands a text by creating a mental image through analyzing the verbal code (visual) and nonverbal code (visual object) in the text. Furthermore, Broker (2013:11) Explained that visual imagery is a process of forming mental images through nonverbal mental modalities and connecting the images to words or phrases within the verbal system of the brain.

3. Reading comprehension

   Reading comprehension is a process of understanding the meaning of the text and integrates it with what the readers already know. Richard (2010:483) explains that the process of reading begins from understanding the meaning in reading. In this study focused on understanding the text (report text)

4. Reading comprehension ability

   Reading comprehension ability is the reader's ability to understand the text. Grabe and Stoller (2002: 13) explain that reading comprehension ability is a person's ability to build meaning in a text. In this study, readers will be said to have reading comprehension ability if the reader is able to understand the text contextually.

5. Report text

   A text report is a text that contains information about a subject. Hyland (2004:29) explains that the purpose of a text report is to present factual information by classifying and defining its characteristics.