

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, formulation of research problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

In Indonesia, English language has become one of the main subjects for Junior High School up to College students. Even kindergarten and elementary students have also learned the four English skills. They are listening, speaking, reading, and writing. One of the four skills, reading plays an important role in learning process. For example can gives knowledge, information, and idea to be applied in speaking and writing skills. Through reading, students can learn ideas, concepts, and attitudes. Other than that, by reading students can get many vocabularies that they need to be applied in speaking and writing too. English is not only used as a means of human communication but also as a subject learned at schools in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory subject in Junior High School. The fact, in the classroom of MTsN 2 Blitar, especially in eighth grade.

Reading is one of the four skills in English. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experience, attitude, and

language community which is culturally and socially situated. Reading also provide many important function and effective sources. Harmer (1998:68) also said that many reason for getting students to read. They are helping the student know the modals English writing and provide opportunities to study vocabulary, grammar, punctuation, sentence construction, paragraphs, and text. The importance of reading is not similar to the factual research finding. A key early reading skill is that of “reading for meaning” and prediction.

After conducting observation by researcher at MTsN 2 Blitar, researcher found several problems that arose regarding students understanding in understanding reading in English texts such as descriptive text, narrative text, recount text, etcetera. The problems that arise are as follows: there are students who just read the reading text without understanding the content or essence of the reading, the lack of students mastering English vocabulary, and learning English is considered unpleasant learning by students. To overcome the problems that arise, researcher try a solution on how to improve students' reading ability. Currently, researcher already try a solution to the problems that arise, namely by doing learning through *picture cue card* learning media. Picture cue card is a paper based learning media containing keywords that are important in accordance with the topic or learning material being discussed. Learning media in the form of card that have a size 15 cm x 10 cm, this containing is picture and word that match the name of the picture. The picture and word used in this study are picture of object or noun, pronoun, verb, adjective, adverb, preposition, interjection, and conjunction that students often encounter in read English text. This picture cue card strategies give an alternative of teaching English to avoid

misinterpreted word meaning. The difficult situation that being faced by many students is to understand the English word after being in a sentences. Picture cue card is very interesting due to it simplicity and attractiveness. Thus, the purpose of using this picture cue card learning media is so that students can easily catch and understand the material presented by the teacher, especially in reading ability. Learning by using this picture cue card learning media is based on the existence of games and seriousness in learning. The use of picture cue card is used when learning speaking skill by pronouncing letter, saying word, imitating simple sentence, and telling picture orally. Continuing from this, students can apply it to reading text.

Previous research on a similar topic has been conducted is thesis by Ariati (2015:1) entitled “Improving Students' Descriptive Speaking Competence by Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City”. This study finds that the students' descriptive speaking performance can be improved through cue card.

Other research in using cue card in reading was done by researcher. It carried out a study entitled “Using Cue Card to Teach Reading for the Second Year Students at SMAN 3 Praya Central Lombok”. The objective of the research is to find a solution to the problem (the students do not understand the reading text and its meaning easily (in other word they had difficulties to comprehend the text), the students usually lost their attention and always get bored with the teaching activity which is always reading an ordinary text on the book) in the teaching and learning of reading cue card, the activities of teaching conducting in the classroom action research.

Other research again in using cue card in reading was done by Ambarini (2014:3) carried out a study entitled “Using Cue Cards to Improve the Writing Ability of the Eighth Grade Students at SMPN 1 Rembang in the Academic Year of 2013/2014”. The result of the study shows the improvement on the students writing ability through cue card. The improvement include generating ideas, vocabulary, text organization, and motivation. So, the implementation of research using cue card has been successful.

The difference between researcher and previous research is *the effect of picture cue card on students speaking, reading, and writing ability*. According to the researcher, the objective of the research is to find a solution to the problem is how to improve and understand the students reading of text with interesting learning (using picture cue card learning media). Whereas in previous research, it discussed, the result of the first researcher: "the students' descriptive speaking performance can be improved through cue card", the result of the second researcher: "the students do not understand the reading text and its meaning easily, in other word they had difficulties to comprehend the text" and "the students usually lost their attention and always get bored with the teaching activity which is always reading an ordinary text on the book", and the result of the third researcher: "the improvement on the students writing ability through cue card, the improvement include generating ideas, vocabulary, text organization, and motivation". Based on the background listed above, the researcher intended to conduct a research entitled "**Improving Students' Reading Ability through Picture Cue Card Learning Media at MTsN 2 Blitar**".

B. Formulation of Research Problem

Based on the background of the study above, the research question can be formulated as: Is using picture cue card learning media able to improve students' reading ability in the eighth grade of MTsN 2 Blitar?

C. Purpose of the Study

Based on the formulation of research problem above, the purpose of the study is to know students' reading ability using picture cue card learning media in the eighth grade of MTsN 2 Blitar.

D. Significance of the Study

This study is conducted through the classroom action research. This classroom action research focuses on reading implementation to improve the eighth grade students' achievement at MTsN 2 Blitar using picture cue card learning media. The result of the study is expected to be useful for people in education field and give more contribution to students, English teacher, and the readers. This is for the explanation:

1. To students

The result of using picture cue card learning media is expected can improve the students' reading ability in the eighth grade of MTsN 2 Blitar to be better in the future.

2. To English teacher

The result of the study is expected can help English teacher to solve the problem in teaching English, especially in term of reading English text. In addition, the picture cue card learning media can add the teacher references to use various this media in teaching English.

3. To the readers

The result of the study can help readers to improve and add their knowledge about teaching media, especially about reading ability of picture cue card learning media.

E. Scope and Limitation

This classroom action research focused on the picture cue card to improve students' reading ability was conducted in the 8-F class of MTsN 2 Blitar. The researcher took one class to be the experimental class that taught by using picture cue card learning media.

F. Definition of Key Terms

1. Reading

Reading is one of the four skills in English. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experience, attitude, and language community which is culturally and socially situated.

2. Learning media

Learning media is anything that can be used to convey message or information in the teaching and learning process so that it can stimulate students attention and interest in learning. The learning media used by this researcher is picture cue card.

3. Picture cue card

Picture cue card is a paper based learning media containing keywords that are important in accordance with the topic or learning material being discussed.

Learning media in the form of card measuring 15 cm x 10 cm, it is also picture and word that match the name of the picture. The images used in this study are picture of object or noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection that students often encounter in read English text or in everyday life.