

CHAPTER I

INTRODUCTION

This chapter presents an introduction, which consists of Background of the study, Statement of the problem, Purpose of the study, Scope and limitation, Significance of the study, Definition of key terms.

A. Background of the Study

As the first foreign language in Indonesia, English has been taught since young learner. Mastery of foreign languages is an ability that must be obtained through a process. So, time to introduce a foreign language starting from children, exactly at elementary student for formal education. The elementary students need English teacher which has more ability to teach English. There is a clear syllabus, teaching material, and instructional media but the more important thing to make the elementary students understand the material is through fun and simple media. By using the media, the class will be fun and relax, so that, the students will not see English difficult.

Teaching English is aimed at providing the students with knowledge and skills of English to be used to continue their study at a higher level. The great difference of language system between English and Indonesian has been the major difficulty for students who learn English. The skill of the language can be divided into four; those are reading, writing, speaking and listening, also English competence such as, pronunciation, vocabulary and grammar.

Reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts”(Urquhart & Weir, 1998). There are many methods and media to catch student’s interest in reading. The kinds of media are useful for teaching English reading for the students as long as these are fun for them. In addition the teacher should be careful enough to make the media enjoyable for the student, and at the same time, some language items are branding. In addition, good media are effective to break the routine of the class.

We know that there are some students problem at MIN 4 Tulungagung in following reading subject: (1) the students have poor ability in reading comprehension, they are difficult to understand well about what they read, (2) the students had limited vocabulary. Based on the students problems above the teacher must have alternative way to solve all of the problem about reading, one of the way is using a teaching media. The use of teaching media is influenced by so many factors in the teaching learning process itself. These factors can be the teacher, the material of the lessons, the conditions of the students, the objectives going to be reached, the time of the teaching learning process and the teaching media itself. In this study, the writer use bilingual fable with picture that supported by interesting animal pictures as one of story reading as the media to solved all of the students problem.

Bilingual fable with picture in this study is simple animal story intended to teach moral lesson and is not base on fact with two languages with picture. Bilingual fables are interesting media for students because fables are unique,

the unique of fable are fables have remained popular with young old alike down through the centuries because they contain wisdom and are entertaining, fables have unique characteristic that set them apart from other form of literature

Those examples for literature are overlooked in the text .The writer use, specially fables, a narative genre which is very populer among children ages three to twelve (Aries,2010:39). So the writer used Fable to improve reading ability because children more liked fable story and in the fable story there was interested story which suitable for their ages.

Making the student interested in fable because the story is simple and explain about animal behavior, so they will adapt and enjoy the class easily. The next of the teacher are managing the class well and building student's spirit and motivation. Finally the last is how to make understanding of students about the text. To improve reading ability, students have to combine some skills (spelling, pronunciation, vocabularies and sentences must be able to remember). With reading material that is given to them, they can also spell and pronoun the word and sentence well. Bilingual fable with picture will help students to memorize and remember word by word in the text automatically, so they can understand the story and improve their reading ability better.

The writer as a researcher wants to change the way of students learning to be more willing and be able to eliminate boredom in the classroom,

especially in the process of reading a specialized ability in bilingual fable story that is by using the technique of picture media. Technique Media aims to enable students to understand quickly to be seen in the image, because the picture it self is a form of visual media the right to provide stimulus to the students, so that the students can understand the verb and story at all freely.

In this research, the writer selected MIN 4 Tulungagung as basis of research because the students of MIN 4 Tulungagung have many problem in reading comprehension as like the students have poor vocabulary, and difficult to understand about the main idea of the text. The writer is interested in exploring and studying more about the result of the using bilingual fable with picture to improve the students' reading comprehension, especially the ability of reading text by the fifth students of MIN 4 Tulungagung. By using the bilingual fable with picture, the students are expected to increase creativity in the field of reading and finally the student can increase their achievement in class, especially with good score. Thus, in this study, the writer takes the research entitled "THE USE OF BILINGUAL FABLE WITH PICTURE TO IMPROVE READING COMPREHENSION OF THE FIFTH GRADE STUDENTS AT MIN 4 TULUNGAGUNG".

B. Formulation of the Research Problem

According to the background of the study above, this research is concerned with the problem. The problem is "How can the use of bilingual

fable with picture improve reading comprehension of the fifth grade students at MIN 4 Tulungagung?”

C. Purpose of the Study

In line with the statement of the problem above, the purpose of the study is “to know whether bilingual fable with picture can improve students reading achievement on reading comprehension text of the fifth grade students at MIN 4 Tulungagung or not.”

D. Scope and Limitation of the Study

This research focuses on classroom action research to improve students’ reading comprehension through using bilingual fable with picture reading material the fable is only bilingual fable with the picture and students of fifth grade at MIN 4 Tulungagung, academic year 2016/ 2017.

E. Significance of the Study

The findings of the study are expected to give meaningful contribution to students, the teacher, the institution, the writer and the reader.

1. For the teacher and institution

The use of bilingual fable with picture reading method provides them with:

- a. A reference of using bilingual fable with picture reading method to improve student’s reading comprehension.
- b. A real model of teaching reading to be a real and enjoyable class setting.

c. A method of teaching suitable with the student's need and interest.

2. *For Writer*

It enables them to improve the quality of education and achievement of all of fifth grade students at MIN 4 Tulungagung to be better, especially in reading ability.

3. *For Readers*

It can be input, additional information to develop other research-related reading with a bilingual fable with picture media in an effort to improve the quality of education.

F. Definition of Key Terms

To avoid misunderstanding, the terms used in this research are defined as follows:

1. *Bilingual Fable (with picture)*

Bilingual is speaking or using two language (Oxford, 2008:38).

Fable is short story that is intended to teach a moral lesson and is not based on fact and often have animal as character (Oxford, 2008:157).

Bilingual fable with picture in this study is simple animal story which not base on fact with two languages with picture.

2. *Reading comprehension*

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in

(Hunt,2004:137). It's mean that the ability to cough the text goal, be the word, spelling pattern and longer language unit.

Reading comprehension is the ability to read text, process it, and understand the meaning of the text or messages.

4. *Improve*

Improve is to become or make something better (Oxford, 2008:222), by improving their reading skill, they can make their reading score will be better.

Improvement in this study is to make student can increase the understanding of the reading ability and finally can pass the reading exam with better score.