

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some topics related this study. Those include of background of the study, formulation of the study, purpose of the study, significant of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Reading is an active process in which reader shift between source of information (what they know and what the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), and use the social context to focus their response (Gronlund, 1985: 4). Next reading is creativity, meaning that the creativity reader brings to the material skill of comparison and synthesis the ability to use new relationship and arrive at definitely conclusion (Brown, 1998:10).

A picture book is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historical document; and foremost, an experience for a child. As an art form, it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of turning the page. On its own terms its possibilities are limitless (Nodelman 1988: 225).

Picture books contained more unique word type than the child- directed speech. Further, individual picture books generally contained more unique word type than length-matched, child-directed conversations by Melissa Reikern (2011). The text of picture books may be an important source of

vocabulary for young children, and these findings suggest a mechanism that underlies the language benefits associated with reading to children. Nevertheless, it is not easy to read for comprehension. Some of the students do not have sufficient background knowledge to comprehend text. Besides, they are not able to link some ideas so that they cannot acquire complete message of the text. To help the student comprehend the text more easily, pictures are needed in the reading materials (Elaine Weeks: 2004). Thus, pictures become one way to help students enjoy when they read the text. However, not all need pictures for understanding of the text. In this case, the texts which need pictures mostly are descriptive text, science texts, and those which contain a lot of unfamiliar vocabulary, excluding children's books which absolutely need pictures. Picture books are an effective way for adding knowledge of reading.

Pictures given to the texts offer some advantages to the readers in comprehending the text. First, the studies that are conducted by Ausubel (1960) are strengthened by Fukuyama (2005) show that related pictures provide background information which acts as an advanced organizer. Therefore, pictures which are given can help the students to relate their knowledge with text.

Pictures can communicate much to us, and particularly much of visual significance –but only if words focus them, tell us what it is about them that might be worth paying attention to. In a sense, trying to understand the situation a picture depicts is always an act of imposing language upon it interpreting visual information in verbal terms; it is not accidental that we

speak of visual literacy, of the grammar of pictures, of reading pictures. Reading pictures for narrative meaning is a matter of applying our understanding of words. Because they communicate different kind of information, and because they work together by limiting each other's meanings, words and pictures necessarily have a combative relationship; their complementarity is a matter of opposites completing each other by virtue of their differences. As a result, the relationship between pictures and texts in picture books tend to be ironic: each speaks about matters on which the other is silent (Nodelman 1988: 221).

This is how it is with picture books, the words speak what the pictures do not reveal, and the pictures show what the words cannot. Together the verbal and the visual elements construct new meaning. Still, in my experience, this meaning is often untouched upon in most Norwegian classrooms today in the sense that teachers do not make use of picture books in order to strengthen reading skills. Intermediate and lower secondary school classrooms avoid picture books with the misguided perception that the students have probably them. In primary classrooms where picture books continue to hold a prominent position, they are often seen as more of entertainment than a goldmine for analysis.

The Idea is supported by the fact that reading now has a part of daily life. Reading can't be separated from daily life. For example, people read many kinds of written materials such as newspaper, magazine, novels and so on. Through reading, the people can get a lot of information and knowledge. So

that way, when the people talk about reading, it might be automatically related to comprehend. The reader who understands what he has read can answer the questions about it. It means that understanding something is the main goal of reading. Reading is not easy task because reading is activity to read the text that understanding and getting the information. Reading should get more attention because there are many students who get difficulties in comprehending English text.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, et al 2007:8). Reading comprehension is fundamental for English foreign learners in getting information and knowledge. Good achievement in reading is very important for the students. Students will get information and idea. In order to produce good reading ability, students need to use appropriate method in learning reading. Some English teacher considered that reading is not favorite activity for most students. In Indonesia, some English teachers will use traditional or conventional method to teach reading to solve that problem. Conventional method usually makes students bored because the method is monotonous and the students are not active by Harmer (2007:99). So, it makes learners get bored. Therefore, the teacher should find the technique to overcome this problem. One of ways to make teaching reading effective is making the student active. The teacher should apply appropriate teaching technique as

well as method to establish the effectiveness of English teaching. It will make easier and enjoyable for student receive the lesson. If they have a good ability in reading, they will have a better chance to succeed in their study.

For the explanation above, it means that the teachers must consider a technique is suitable for teaching reading in order to make the learning process become effective. The technique itself should be adjusted with the conditions of the class and ability of the students. Teaching reading in Junior High School can be done in many ways. So that, English teacher should be creative and selecting the method to teach reading. There are many method that is used in teaching reading. The teachers can use picture book before learning process.

In this level the students use picture books which are focused on the building their reading ability. The material of picture book is given with an expectation that the stories will have the students absorb the reading and store them in mind. The researcher wants to know how effective the use of picture book can help students' reading ability. The writer assumes that picture book is kind of text completed with picture that will attract students' interest and stimulate them to enjoy reading.

Taringan and Tarigan (1986:135) said "reading is the key to the treasury. Knowledge stored in books in should be explored and searched in reading activities". From the statement it means that with reading we can rich knowledge. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role education field, such

as transferring information and knowledge from the textbook. Therefore, the students should have ability in reading comprehension.

Teaching reading is combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. There are some problems in following reading subject: (1) the students have poor in reading ability, they are difficult to understand well about what they read, (2) the students need long time to find characteristic of the especially in reading narrative text. It caused in English teacher difficult to make enjoy condition in class because this class has more student that other class, and minimal media to teaching and learning in the class make English teacher use traditional method to teach reading in the class.

The prove that this strategy is effective to be used can be seen from the previous studies. The first is thesis written by Tammy Range Alexander (2002). From this research can take a conclusion that Picture books can play an important role in the academic success of adolescent students during inclusive social studies instruction. Classroom teachers must give careful consideration to instructional materials which engage students meaningfully. Adolescent students, in particular, can be successful in social studies when given an opportunity to see history and its connection to their lives through beautifully illustrated picture books. Such innovation allows educators to bridge curricular gaps by connecting English language arts with social studies.

The second is thesis written by Melissa Reikern (2011). From this research can take a conclusion that there is a viable instructional use for picture books

in high school classrooms. Teachers who take the time to address the needs of older and perhaps resistant learners will observe gains in the areas of student engagement, classroom community, and skill and concept acquisition. Teachers will also likely experience the desire to find new methods for instructional delivery and assessment. Added benefits, but no less key, include improved relationships and a spirit of joy in the classroom.

The third is thesis written by Elaine Weeks (2004). From this research can take the a conclusion that It is the role of the art educator to find the connection between the visual and the goals of the educational standards in order to help students think, learn, create, and reflect. Through this study, I have successfully learned how to implement picturebooks to achieve those goals in my art program and I hope other art educators will consider doing the same. By doing so, we can create rich, memorable learning opportunities for our young learners.

Based on the descriptions above, the researcher wants to know whether there is any significant effect of teaching reading of using picture books can help the students in reading ability or not. This study focused on *the effectiveness using picture books as media to increase students' reading ability of the second grade at junior high school 3 Kedungwaru Academic Year 2017/2018.*

B. Research problem

Based on the background above, the writer formulates the research problem as follow:

1. How is the students' reading ability being taught by using picture book?
2. How is the students' reading ability without being taught by using picture book?
3. Is there any significant difference of the students' reading ability between those who are taught by using picture book and those who are taught without using picture book?

C. Objective of research

Based on the research problem, the study is intended to:

1. To find out how the students' reading ability being taught by using picture book.
2. To find out how the students' reading ability without being taught by using picture book.
3. To identify if there is significant differences on the students' reading ability between those who are taught by using picture book and those who are taught without using picture book.

D. Research Hypothesis

In this research there are two research hypotheses, they are null hypothesis (Ho) and Alternative Hypothesis (Ha):

a. Null Hypothesis (Ho)

There is no significant different ability on the students' reading ability in the class by using picture books and without picture books.

b. Alternative Hypothesis (Ha)

There is significant different score on the students' reading ability before and after taught using picture books.

E. Significance of the study

The study attempts to describe the teaching English reading by using picture books on the students' reading ability of the second grade at SMPN 3 Kedungwaru. The writer hopes that it will be useful;

1. English students

The application of picture books will make English student to be interested in teaching learning process. Moreover, it helps them to improve their reading ability.

2. English Teachers

The result of this study can be used by the English teachers as reference, give the new information and a feedback for the effectiveness in teaching reading. By understanding the strength and weakness of the media used, the teachers can select the proper and the most effective media based on the goal wanted to reach.

3. Other Researcher

It will be used as reference for those who want to conduct a research in English teaching learning process, especially in an experimenting a new technique to teach reading.

F. Scope and limitation on the study

In this study, the writer only focuses on the students' ability in reading by using picture books. It is conducted only for the 2nd grade students of SMPN 3 Kedungwaru in the Academic Year 2017/2018. Thus, the writer will investigate if picture books is effective to teach reading.

G. Definition of key terms

Definition of key term are necessary to be given in order to avoid misunderstanding and misinterpretation, some term used in this study need to be defined as follows:

a. Teaching reading

The teacher has to be more concern in teaching reading because it is very important to increase students' knowledge and information in learning foreign language.

b. Reading ability

Reading ability is measures of word recognition and reading comprehension defined as the level of understanding of a text/message.

c. Picture books

Picture book is the illustrations in books to help understand the sequence of events in a story and make connections between the book and their own lives or other books they've read.

d. Narrative Text

Narrative text is kinds of text that consist of the story, or story text and the purpose of narrative text is to amuse or entertain the reader.