

CHAPTER I

INTRODUCTION

This chapter describe about background, problem, objective, definition of the terms, significance, and scope of the research.

1.1 Background of the Research

By the end of the twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language (Harmer, 2002:13). There are many people in other country learn English in order to talk people in different country. In Indonesia English is learned in every school. Besides that, it is an international language. It consists of four basic skills, Reading, listening, speaking, and writing. It is used to English communicatively. Reading is one of skills in language which is taught formally in Indonesia from elementary school up to university level.

Reading especially in reading comprehension is very important because by reading, students can take the information and increase their knowledge from the reading texts. If they often read, they get many useful. They get a lot of information and they could share the information to other people. If they are lazy to read they can less information. They do not know about the news and critical issue of the world. Smith (1980:205) states that reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction

between reader and author. By reading comprehension student are doing thinking process deeply in understanding the meaning of the text.

Woolley (2011:9) states that the National English Literature Survey undertaken by the Australian Commonwealth Government (Slattery 1997) reported that 29% of students in Years 5 and 6 failed to reach acceptable literacy and reading standards. Other more recent Australian studies have provided estimates of the prevalence of literacy and reading difficulties to be in the range from 10% to 20% (Louden et al. 2000; Rohl and Rivalland 2002). While many children need help with reading, the availability and the quality of remedial reading programs often appear to be inadequate. Many research concluded that the Indonesian's people ability in reading comprehension is still low. Progress in International Reading in Literacy Study PILRS (2011:96) reported that top-performing countries had a relative strength in the interpreting, integrating, and evaluating reading comprehension skills and strategies compared to their reading achievement overall Hong Kong SAR 571, the Russian Federation 586, Singapore 567, Northern Ireland 558, and the US as well as the Canadian province of Ontario and the US state of Florida 556 and reading average scale score in Indonesia 428. It means that reading comprehension in Indonesia is lower than other country.

Based on the fact above, students' reading comprehension in Indonesia should be improved. One of the strategy to make students' reading comprehension better is sensory images strategy. This research uses this strategy because the strategy can make students are easier and enjoyment when comprehend the text. Morellion (2007:46) states that sensory image also help the students store reading event in their

memories. A sensory image is an important part of our schemas. Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning making .

Moreillon (2007:46) stated that exposing students to rich language and vivid imagery is a key to utilizing this strategy across the curriculum in all content areas. Image sensory provide the student to utilize all their sense through sensory response to the language and images presented in the text. Sensory image is an example of teaching procedure that combines story structure with the development of vivid mental imagery (Wolley, 94:2011).

Based on theory above, it is necessary to know whether the student who are taught by using sensory images strategy have better ability in reading comprehension. Therefore, the researcher has decided to conduct a research in titled the effect of sensory image strategy on the seventh grade students' reading comprehension at MTs Annidhom Jember in the 2016/2017 academic year.

1.2 Problem of the research

Based on the background above, the problem that should be answer in this research is as follow:

Is there significant different in reading comprehension between the student who are taught by using Sensory Image Strategy and students who are taught by using lecture method at MTs Annidhom Jember in the 2016/2017 academic year?

1.3 Objective of the research

This experimental research is intended to investigate whether there is or not significant different in reading comprehension between the student who are taught by using Sensory Image Strategy and students who are taught by using lecture method at MTs Annidhom Jember in the 2016/2017 academic year.

1.4 Operational Definition of the terms.

There are two terms that are needed to be defined operationally in order to provide clear illustration about the variables

1. Sensory images strategy

Kind of strategy to comprehend reading skill through their sense, the reader combines the information in the text and create the image in their mind. The images represent all of the five senses: visual, smell, tastes, sound, touch or feeling.

2. Reading comprehension

A process to get the information and knowledge from the text. The students read and understanding the meaning of text in order to answering the question from the text. It is the level of understanding of a text that consists of word, sentence, paragraph and text.

1.5 Significance of the research

1.5.1 Theoretical Significance

It is hoped that this research can enrich the theory of teaching reading comprehension. The result of this research will prove the effect sensory image strategy.

1.5.2 Practical Significance.

a. For the students

It is hope that sensory images strategy can help the student to more comprehend the text in reading comprehension.

b. For the teacher

The teacher can implement this strategy in order to help the student in reading comprehension.

c. For the other researchers

Other researchers can use sensory images strategy as references on students' reading comprehension. And they can study this strategy more intensively.

1.6 Scope of the Research

This research focuses in investigating the effect of using sensory images strategy on the seventh grade focusing on the reading descriptive text at MTs Annidhom jember in the 2016/2017 academic year. The researcher use VIIA as control group class and VIIB as experiment class.