

CHAPTER I

INTRODUCTION

This chapter discusses some aspects dealing with topic of the research. They are background of the research, problem of the research, purpose of the research, operational definition of the terms, significances of the research, and scope of the research.

1.1 Background of the research

In Indonesia, English is a foreign language that is taught from elementary school to University. The goal of teaching and learning English is to produce and comprehend language that are spoken and written. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learners is a person who masters in all of English skills. As it is stated in the School Based Curriculum (KTSP,2006).

Reading is way to find knowledge in our life, reading is not only during school, but also in every time that we have the opportunity. It is supported by Gardiner (2005) in Lenski (2008:138) “When students are given opportunities to read during school, they are able to learn about topics of interest to them and they learn that reading is a useful life skill”. By reading we can have many opinions from another reference, and we can get more information or new knowledge by subject that we read. According to Primeaux (2000) in Lenski (2008:139),

struggling readers need an opportunity to read texts that are within their reach, as well as texts that match their ability. The students delight in reading will be easier to imagine this world with their perception

Reading is one of skills that is always taught to the students of kindergarten up to university. According to Danielle (2006:3) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. When we read the text we use one of our sense that is sight and there are the printed word that will be read. In addition, Alyousef (2005) states that reading comprehension is an interactive process between the author and the reader's knowledge. In this process, the reader interacts dynamically with the text and the reader tries to elicit the information of the text where various kinds of knowledge are being used.

In reading English texts, students should understand what they have read. In other words, understanding what has been read is the same as reading with comprehension. They often feel bored in reading class. It made them unable to concentrate on the learning activity. As a result, they only understand the literal meaning of the text without comprehending the message behind the literal meaning of the sentences. It was because the students were lack of motivation in learning. Therefore, the English teacher should be creative in teaching English. The English teacher has to use an appropriate approach, method, and technique in teaching. Besides, they may use visual aids as media in English teaching and learning process.

Based on the School Based Curriculum (KTSP,2006), teaching reading at Junior High School has some purposes that is to find out the main idea of the text

and to find out the general and the specific information of the text. Therefore, it can be said that comprehending the text is required by the students to gain the meaning of the text. This research focused on finding the general information and finding the specific information of descriptive text. This consideration was based on the syllabus of the seventh grade students of Junior High School.

Sometimes when students want to read and get the information in a text, they do not have any motivation, because in the learning and teaching reading there is no interesting media that use and they just read full of text. Usman (1995:27) in Shinta (2014) explains that the learning can be more successful if it involves some kinds of media than without having one. It mean that media are needed in teaching learning process to make the students more interested in the material taught by the teacher. The media used in teaching reading of the present study referred to visual aids. The visual aids can be in the form of video, charts, film, pictures and so on. One of the visual aids that can be used in teaching reading is picture. The teacher can use pictures as media to make students more interested and motivated in reading.

Picture is a good way to make students comprehend in reading, because picture can motivated the students learnt and practice reading. Wright (1989:136) the pictures have motivated the student, make the subjects they are dealing with clearer and illustrated the general idea and forms of an object or action which are particular to a culture. In addition, Wright (1989:2) states that it is important to have as wide a range of resources as possible in the classroom to make the students have a rich base and stimulus and the resources must include picture. Some researchers (Bernhardt, 1991; Gyselinck & Tardieu, 1999; Hibbing &

Rankin-Erickson, 2003) believed that pictures provided readers with a new source of information in addition to what they could get from reading the text itself, and that the two sources of information facilitated reading comprehension. There are many kinds of pictures that can be used in teaching learning activities namely individual pictures, picture in series, and composite pictures.

In this research, the kinds of picture that was used as the media in teaching reading comprehension was composite pictures. The researcher thought that the students could see many activities in the picture and it made them get more information from the picture.

1.2 Problem of the Research

Based on research background, the problem of the research is formulated as follow:

How can the use of banner composite picture improve the students' reading comprehension of the seventh grade students at SMPN 1 Gumukmas in the 2015/2016 academic year?

1.3 Objective of the Research

The objective of this research to improve students' reading text comprehension in seventh grade at SMPN 1 Gumukmas in the 2015/2016 academic year trough banner composite picture.

1.4 Operational Definition of the Term

In this research, it needs to formulate operational definition that is related directly to the term and variables of the research. The function of operational

definition is to make the same perspective between the writer and the reader about the variables of the research.

1.4.1 Reading Comprehension

Reading is act of the person to think, get a lot of information and comprehend from the books. Reading Comprehension is a goal or result in comprehend reading a text. Reading comprehension in this research is the students' achievement from their score of reading test. Comprehend word, sentence, paragraph in the seventh grade when they are given reading test by using composite picture in reading comprehension and the text will be used is descriptive text.

1.4.2 Composite picture

Composite Picture is a large single picture which shows a scene in which a number of people can be seen doing several things. Students can see many activities in this picture and it make them get more information from the picture.

1.5 Significance of the Research

Every research must have its own significance to know why this research is made. This research expected result of the study both theoritical and practical are as follows:

1.5.1 Theoretical Significance

This research is significant to give useful input in English teaching learning process especially for teaching reading text by using banner composite picture. The finding of the research can be used as a reference for who want to conduct a research in English teaching learning process.

1.5.2 Practical Significance

The result of the research are expected to give the students a new learning experience in reading text by using Banner Composite Picture.

1.6 The Scope of the Research

The research focuses on building students' ability in composing descriptive text by improving the process of reading comprehension through banner composite picture . The subject of the research is VII B class students' of SMPN 1 Gumukmas the 2015/2016 Academic year.