

# CHAPTER I

## INTRODUCTION

This chapter discusses some aspects about the effect of using picture series on students reading comprehension of narrative text. They are background of the research, research problem, research purpose, operational definition, significance of the research, scope of the research.

### 1.1 Background of The Research

Reading is one of the most important skills in English that must be mastered by students. By reading, students can understand the meaning conveyed by the author. From reading, students can find new vocabulary that can build listening, speaking, and writing. Reading is a useful medium to make it easier for students to learn languages such as vocabulary, grammar, pronunciation, and how to compose sentences, paragraphs, and texts (Harmer, 2001). Students get a lot of information about everything they do not know or see before by reading. The information that students get from reading is more detailed and specific rather than only from listening to the radio or watching television. It helps them find some specific information and understand the whole story.

According to Snow (2002), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and engagement with written language. This is related to the process of capturing meaning and ideas from written texts. A student can read to obtain information or

verify existing knowledge of the language being read. This means that by doing reading comprehension, students can obtain information and transfer it.

In learning to read, students often find some problems understanding the text. Several problems occur in the reading process itself. First, reading is claimed to be a boring activity by most students. This happened because of several factors, one of which was Some students get interested in the text they are about to read, while others do not. Second, most students find it is difficult to catch the message from the reading text because they find a lot of foreign vocabulary needs to be translated. It takes a lot of effort which leads to not being interested in doing it. These things make it difficult for students to understand the text.

The narrative text is an imaginative story to entertain and attract readers by presenting stories or events that have problems that cause conflict and at the end of the story, there is a resolution that can be a happy ending or even a sad ending. According to Syafi'i (2016), narrative text is a narrative or storytelling that tells a true or fictional story. As a result, this text can be enjoyed to be read or written. In other words, it is not easy for students to understand the narrative text. They must recognize all text elements such as orientation, complication, resolution, and reorientation. In narrative text, students understand the purpose, generic structure, and linguistic features, find the main idea and determine the moral value of the narrative text.

The students at SMPN 2 BANGOREJO often have difficulty to understand narrative texts or stories. The students have difficulty to recognize the meaning of unknown words and identify certain story elements as details based on the structure of the narrative text (orientation, complications, resolutions), namely characters, setting, problems, solutions, and moral value. The students get bored easily, seem disinterested, and tend to be passive and reluctant to respond.

Basically, in teaching narrative texts there are several good media and techniques to improve student's reading comprehension of narrative texts. One of the media is picture series. According to Wright (2004), pictures have a significant function in the whole experiences since they accurately represent places, things, and people. They are more than just a tool. This statement shows the importance of using pictures to represent experiences, including those used in teaching and learning.

According to Winanti et al (2019) and Irawinanti (2014), teaching reading using picture series is more effective. This is because picture series are more interesting. The use of picture series is one way to recognize and remember the material of narrative text and apply the imagination of picture to answer the question. Visualization of the picture can help the students to improve their imagination and the way they think on learning process.

Based on the explanation above, the writer conducted experimental research to find out whether there is a significant effect on the understanding of grade 2 students of SMPN 2 Bangorejo using pre-experimental research. in

reading narrative texts using picture series. In previous study the researcher teaching only focus using picture series that was printed on paper. There was no other option of picture series beside using paper. In this study the researcher not only used printed picture but also using digital picture that will be presented using power point.

## **1.2 Research Problem**

Based on the research background, the research problems is focused on the following:

Is there a significant effect of using picture series on students' reading comprehension of narrative texts?

## **1.3 Research Purpose**

The purpose of this research is to find out if there is significant effect of using picture series on students' reading comprehension of narrative texts.

## **1.4 Operational Definition**

### **1.4.1 . Reading Comprehension**

Reading comprehension is a skill or ability to understand what the students read. In reading, sometimes students have difficulty understanding what the author is saying from the text that has been compiled. Now, through this ability, the students can specify detailed information text, determine the meaning of

words/sentences in the text, determine the word reference in the text and determine the meaning of the purpose of the text.

#### **1.4.2 Narrative Text**

Narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be learned at the end of the story. The purpose of this text is to entertain the reader about a story or stories written by the author and at the same time imply a moral message to be conveyed to the reader.

#### **1.4.3 Picture Series**

Picture series is a learning media that uses pictures and is paired sorted into a logical sequence. In learning activity, picture series is a series of interconnected pictures form a story that can be easily understood by students.

#### **1.5 Significance of Research**

The significance of this writing might be expected as follows:

1. Teachers

The result of this study hopefully can give a useful contribution and overview to the institution and the practice of foreign language teaching.

## 2. Students

The research is expected to be useful input for the learners to encourage them to develop their English reading skill of narrative text

## 3. Further Researcher

The researchers who are fascinated by the teaching of English at Junior High School get helpful information from the result of this study and leading them for further research on different aspect field.

### **1.6 Scope of Research**

The subjects of this study are students of class VIII SMPN 2 Bangorejo. The focus of the study is to determine the effect of using picture series on students reading comprehension of narrative text.