

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the topic of the research, such as background of the research, problem of the research, purpose of the research, significant of the research, and scope of the research.

1.1 Background of the Research

As one of the language skills, reading has an important role in learning English. It serves knowledge and information for the readers. Reading is a process of understanding and obtaining the information from a written text. When the readers read a text, they are trying to understanding and take its meaning and its message. Besides, Pollard (2008, p.44) also state that reading is a great source of language learning. From reading materials, the students can know the structure in English and get a good model in creating sentences, paragraphs even the whole texts. They can also enrich their vocabulary from the texts they read.

In facts, there are some problems faced in learning English, especially in reading. The students have difficulties in understanding English reading text. Progress in International Reading Literacy Study (PIRLS) state that more than 50% of Indonesian students aged 15 years have not mastered the basic of reading. Their experience difficulties in getting the meaning of a text. In addition, they still need encouragement for reading. These problems make the students feel burdened in reading.

In order to solve the problem above, the teachers should choose the appropriate and interesting teaching media to make the process of reading easier and more effective. This media is stick figures that could help students to understand the material easily. By using stick figures, the students would be more interested in learning material. The students could be more motivated to learn.

Choi et al (2012, p.1) states that stick figure is a simple drawing style, which is used to depict a brief human motion. It is very easy to draw, even as children can do it without any training, and can expressive a wide range of human motion well. Stick figures are instructional media that can be used for teaching reading to help students comprehend of text. Furthermore, by using stick figure, the students can understand what the teacher explains easily (Karim and Hasbullah, 1986, p.1.34). So the teacher does not need to take much time in explaining the material. Stick figures can be a complement to a text so it is more understandable for the students. By looking at the stick figures, the students can find out the participants and the setting of the story they read. In conclusion, stick figures help the students in learning reading, especially for comprehending a text.

Dealing with those ideas above, the writer was interested in using stick figures for teaching reading comprehension. Beside, as far as the writer knew, this topic had not been conducted yet. Therefore, the research is interested in making an experimental research entitled: The effect of Using Stick Figures on the Eighth Grade Students' Reading Comprehension.

1.2 Problems of the Research

Based on the background above, the problem of the research was formulated as follow. "Is there any significant difference on reading

comprehension on the eighth grade students at MTs Wahid Hasyim Kunir in 2018/2019 academic year between who are taught by using stick figures and those who are not using stick figures?”

1.3 Purpose of the Research

The purpose of this research is to know whether there is a significant difference on reading comprehension on the eighth grade students at MTs Wahid Hasyim Kunir in 2018/2019 academic year between who are taught by using stick figures and those who are not using stick figures.

1.4 Operational Definition

Operational definition of the terms used by the researcher and to make them clear and to avoid misunderstanding, there are clarified as follows:

1.4.1 Reading Comprehension

Reading is a process of understanding and obtaining the information from a written text. When the readers read a text, there are trying to understand it and take its meaning and its message. The measurement of the students reading comprehension covers the students comprehend to apply grammar, vocabulary, and structure.

1.4.2 Stick Figures

Stick figures is simple picture that use lines showing the main shape of the object. Stick figures is simple pictures that were arranged in chronological order which showed related activities. The students were given stick figures then look at them carefully. They were given some questions related to the pictures and combine the answers into a chronological paragraph.

1.5 Significances of the Research

The result of this study are expected to give both theoretical and practical benefits as follows:

1.5.1 Theoretically

The result of this study is expected for English teacher as media in teaching reading comprehension. The result of this research can be reference for other researcher who will conduct the same object with different perspective.

1.5.2 Practically

a. The English Teacher

The result of this reseach is expected to be a consideration for the English teacher to use stick figures as an alternative instructional media in teaching reading.

b. The Eighth Grade Students

The treatment given to the students are expected to be useful as stimulus by giving a new learning experience to reinforce their achievement on reading comprehension through the use of stick figures.

c. The Other Research

The result of this research is expected to give beneficial information for the future researchers to conduct a further research dealing with a similar topic in a different design.

1.6 Scope of the Research

The scope of the research is concern the effect of using stick figures on the eighth grade students reading comprehension at MTs Wahid Hasyim Kunir in 2018/2019 academic year.