

CHAPTER 1

INTRODUCTION

This chapter presents and discusses about background of the study, research question, the objective of study, hypothesis, the limitations of study, the significance of the study, and definition of key term.

A. Background of the Study

Reading is one of the main foundations for learning English. By reading, we can practice our language skills. Reading can also increase our knowledge. Reading can also train us to understand and be able to take the essence of reading. Reading can also improve the vocabulary we have. Reading has many benefits in learning English.

Reading is an activity or process in getting information from the text. Reading is spelling words in a text and understanding and extracting the essence of information from a text. Reading is the practice of using textual content to create that means. The two keywords right here are growing and meaning. If no meaning is created, there's no reading taking vicinity (Johnson, 2008). Then, some people define reading as an activity to produce sound from what they are reading. Most also see studying as an interpreting process with the reader processing each letter in flip, producing the precise sounds, and forming phrases (Allington and Strange, 1980).

Reading is used every day. Natural people will read what they see. That means Reading is a natural activity that people do. Reading is the nature activities that our brain asked when our eyes see everything (Ardila, 2020). Reading is not only done for formal activities. We need to read at all times and circumstances. Reading is a necessity

and our daily activities, such as reading announcements, reading directions, reading news, reading messages and others. Reading lets people know everything. Reading is a way to increase knowledge. Reading can be done by learning. Learning to read can be done alone or by being taught. Teaching reading is quite a difficult thing.

In senior high school, reading is one of the skills that must be taught and also learned. This is also stated in the 2013 curriculum which explains that the basic competencies in teaching and learning reading at first grade students of senior high school are: "*Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks recount lisan dan tulis dengan member dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya*" (Kemendikbud, 2018). From these competency standards, it can be concluded that teaching and learning reading is important.

Teaching reading is telling how to or helping someone know how to read and get information and points from the text. Teaching is showing or supporting someone to discover ways to do something, giving instructions, guiding in the look at something, providing with know-how, inflicting to recognize or understand (Brown, 2007). It means that teaching is a transformation of knowledge from teacher to learner with a purpose to know and understand. Teaching reading means helping or guiding someone to learn how to read (Ardila, 2020). Teaching reading can also be interpreted as conveying knowledge gained by the teacher or teacher to students. Teaching reading also has many difficulties.

There are some difficulties in teaching reading. The first is dealing with students who are bored with teaching reading. Teaching reading in long texts will cause students

to get bored and not catch what they have read. This also causes students to be less enthusiastic about learning reading. This will make it difficult for teachers because students are not conducive. The students failed to comprehend the content material of the textual content properly. They could not hold close the information of the text they had read (Ardila, 2020). The second is vocabulary-oriented teaching (Surong, 2002 and Li-Juan, 2007). In this case, the teacher chooses vocabulary as the main focus in teaching reading. As a result, teachers do not know about the complexity of the reading process. Wallace (1992) explains that it can affect the situation where the teachers generally have little idea about how to devise a lesson regularly and systematically. Thus, the lecturers frequently sit at the table, going through the whole text to learn, looking up in the dictionary all of the words and expressions. The same thing happened to students at SMAN 1 Plosoklaten, when researchers made observations, it was found that many students found it difficult to learn English. These difficulties mainly arise in reading skills.

Based on the description above, it could be inferred that the teacher who get difficulty in coaching studying may not realize that affective factors also play a massive role in how analyzing allows one study a language (Brown, 2001). This is what motivates the author to conduct research. The researcher tries to provide a new way of teaching reading to students in an easy, fun, and interesting way. The author uses Jumbled pics stories as a method of teaching reading.

According to Puspitasari, Jumbled pics are puzzle pictures displayed randomly. Jumbled pics story is a way this is used to assist college students in understanding textual content using rearranging the picture's tale into an appropriated collection based

on the textual content they have studied (Puspitasari, 2018). Wood and Tinajero declare that snapshots may be used as stimuli to sell college students' expertise in their studying system to achieve success in all challenge regions (Wood and Tinajero, 2002). Pictures are also appropriate for any group of learners independently of age or degree, and can be used in various methods in teaching and getting to know the process. The learning process can be more attractive and clean to be understood. Moreover, the cloth is less challenging to favor by using the scholars. Using Jumbled pictures story, the students are more involved in reading the text (Ciputri, Sukirlan, and Munifatullah, 2019).

There are some previous studies related to this research. Each of them has its own similarities and differences with this study. They can be used as references for the researcher to accomplish her studies. The first study is conducted by Ni'mah (2013). The purpose of this study is to investigate the effectiveness of jumbled paragraphs in teaching reading comprehension in narrative text. The research shows that there is significant improvement in reading comprehension achievement of the students who are taught using jumbled paragraph games. The researcher uses a quasi-experimental method in this study.

There is a similarity and difference between the previous research conducted by Ni'mah and this research. The similarity of this research is to increase reading interest and eliminate students' boredom in reading, research design, and teaching reading. The difference between these two researches is the research question, the place of research, and the media used.

The second study is conducted by Saputri and Hadi (2021). The purpose of this study is to investigate the effectiveness of teaching reading by using jumbled pics

stories. It is found that there the effectiveness of teaching reading by using jumbled pics stories has a significant effect on reading comprehension for students. The researcher uses a quantitative method which is a pre-experimental design. This research was conducted in SMP Al-Fitroh Tangerang. There is a similarity and difference between the previous research conducted by Saputri and Hadi with this research. The similarity is the use of jumbled pics stories in teaching reading. Meanwhile, the differences are the place and the research design.

The third research is conducted by Sari and Fadli (2019). The purpose of this study is to know the effectiveness of teaching reading by using jumble summary strategy. The researcher wants to provide solutions to teachers so that teachers get new strategies in teaching reading. The researcher uses experimental research. This research is conducted in SMPN 2 Suliki District.

There is similarity and difference between the previous studies conducted by Sari and Fadli with this research. The similarity is about teaching reading. The differences are the media and the place.

The fourth research is conducted by Dehham and Fraj (2021). The purpose of this research is to find out the impact of using jumbled picture stories technique to develop student writing skills. There is similarity and difference between the previous studies conducted by Dehham and Fraj with this research. The similarity is about the media and the difference about the skills. This research uses jumbled pics stories in teaching reading meanwhile Dehham and Fraj research use jumbled picture stories in teaching writing.

Based on the explanation above, the researcher conducted a research entitled: **The Effectiveness of Using Jumbled Pics Stories in Teaching Reading**. This study was intended to know the effectiveness of teaching reading after being taught by using jumbled pics stories.

B. Research Question

The research question is formulated as follows:

“Is jumbled pics stories effective in teaching reading?”

C. Objective of Study

The objective of this study is to find out whether jumbled pics stories media is effective or not in teaching reading comprehension.

D. Hypothesis

The hypothesis of this research was formulated as follow

H_a: There is significant difference between students taught by using jumbled pics stories and the students taught by using jumbled sentences.

H₀: There is no significant difference between students taught by using jumbled pics stories and the students taught by using jumbled sentences.

E. Scope and Limitations of Study

The scope of this research is Jumbled Pics Stories in teaching reading. In addition, this study focuses in applying jumbled pics stories in teaching reading. In this

research, the researcher wants to limit the problem in order to focus on the subject of the researcher. The researcher concern to find out whether there is effectiveness of using jumbled pics stories technique in teaching reading at SMAN 1 Plosoklaten in the academic year of 2021/2022.

F. Significance of The Study

In this research the writer hopes that it would have some significance not only to the writer herself but also to other researchers, students', and teachers. To English teachers, the researcher hopes this study can help them find new way in teaching reading by using jumbled pics stories. To students, the result of this study is hoped that they will enjoy, reduce boredom, and be more interested in learning also understanding reading text. The last to other researcher, the result of this research are expected to be important information to give contribution to researcher who are interested and want to make or improve the research on the same issue.

G. Definition of Key Term

Key terms are keyword or important concepts in a research. Key terms are useful to help readers to find out the important words or the subject of a research are reading, teaching reading, jumbled pics stories, jumbled sentences, and recount text.

1. Reading: Reading is an activity or process in getting information from the text.
2. Teaching Reading: Teaching reading is telling how to or helping someone to know how to read and get information as well as points from the text.
3. Jumbled Pics Stories: Jumbled pics stories are random image media that must be arranged correctly in order to get a coherent story.

4. **Jumbled Sentences:** Jumbled sentences are random sentences that must be arranged in sequence to create a coherent and meaningful text.
5. **Recount Text:** Recount text is text which retells events or experiences in the past.