

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents and discusses background of the study, research problem, objective of the study, significance of the study, scope and limitation, and definition of the key term.

#### **A. Background of the study**

Reading is one of the English skills that students need to learn. These are the most basic skills of academic learning at school. According to Dameyanti (2020), reading is an important part of the four language skills needed to acquire knowledge and information. Restanto (2016) shows that reading is a convenient medium for students to learn languages such as vocabulary, grammar, pronunciation, sentences, paragraphs, and how to write texts. If students know how to read English words correctly and understand the meaning of words, sentences, and the overall meaning of the text, then reading can be an effective way to learn English (Blank, 2006). Junior high school students often encounter obstacles when learning to read story texts. Students face this problem when it is difficult to find a book suitable for their age and it is difficult to understand the text of the story. By using varieties of media, students can learn more and better remember what they have learned in developing performance skills that will be improved. You can learn using different types of learning media, including visual media.

Teaching reading is an activity carried out so that students are able to understand texts and interpret information appropriately. When the context used is

for English learners, introducing effective reading methods is one of the important tasks for teachers because more efforts are needed to help them understand the meaning of their mother tongue concepts. Limitation of reading activities seems to be a factor in this problem.

Exposure itself can be influenced by various aspects such as age and year. This lack of exposure tends to cause low motivation in reading. As a result, they consider reading class not easy, including junior high school students. The issue of reading is still an interesting field to be explored. In this case, teaching reading requires innovations that make students excited about reading which in turn can improve reading skills in English. Therefore, this topic is interesting to study how to build students' reading habits through learning activities. In addition, judging from the development of students' skills, an interesting way has been found to make the reading class more interesting by using picture books as media that can increase enthusiasm and motivation in reading. Thus, to engage students in reading classes and encourage them to become strategic readers, teacher innovation to provide more experiences plays an important role to be explored.

The problem for students is that students of SMP Ngoro Jombang still have difficulty getting information from textbooks, students are not interested in learning to read, and students are still weak in reading motivation. However, students need to know which media in the reading class will help them become more accessible and interested in learning to read. There are other problems with learning to read, especially writing stories. With the medium of using picture books, you can increase your enthusiasm, motivation, and vocabulary, learn more, and remember

what you learn in developing skills that are expected to be better. Picture books are one example of media that teachers can use to add readings to overcome previous reading problems. In theory, using a picture series to teach reading helps students learn foreign languages, especially English.

The purpose and usefulness of picture series media are to stimulate the emotions of students. It helps students learn about the world and its existence, learn about other people, relationships, and emotional development, find joy in appreciating beauty, and stimulate their imagination. Students should be interested in reading more, as the story and material tell the same story. Picture series can provide a more complex reading experience because readers are invited to participate in the action (Booker, 2012). Through reading, students can broaden their knowledge, gain experience, develop new concepts, ensure continuous personal growth, and broaden the thinking horizons needed to adapt to a changing world. It classifies reading comprehension as an important skill in learning English.

Even though, the teachers may have teaching power and choose appropriate strategies such as methods, techniques, media, and learning strategies, without teaching elements, most students are less interested in learning activities. The wrong techniques and media used by the teacher will make the class not conducive, and not active in the learning process. Based on the experience of the interview with the teacher above, the researcher wants to conduct research in improving students' reading skills in narrative texts using picture series so that students are more interested and understand more about reading materials in narrative texts. Teachers

are also expected to no longer be the center in the classroom but must influence students to be motivated, understand the material, and enrich their vocabulary.

Therefore, the researcher uses picture series in narrative teaching so that students can more easily understand the text and become more interested in learning with picture series as a medium. Because reading can be easy if we use some visualizations as media in the text, it will be better to have visualizations (pictures, graphs, etc.) in teaching reading so that visualization will help students to understand the material, easy to remember, then they can describe the text and describe it more detail so that students will be more serious in the material and reduce chatter in class. Nell K. Duke and P. David Pearson argue that visual aids can be text representations. Many people say “visual displays help readers understand, organize, and are worth a thousand words.

Moreover, through picture series they also can have fun and enjoy in learning because the picture series can make students attracted by color, and cute picture. Meanwhile, Brown states that, “Selective Reading (information transfer) media for learning such as picture, diagram, maps, graph, calendars and the like can presuppose the reader’s information, message, knowledge, and give information to someone.

From the statement above it can be assume that using picture in teaching reading can help students easier to understand the text, get a message, information, knowledge, verbal convention, linguistic ability and fun in learning reading class. The picture series can create or make students enjoy and fun in learning reading

process especially in narrative text because they can see the picture sequence from the color, shape, drawing, etc. It can make student attracted in learning process and build students' imagination to draw the information from those pictures.

This study focuses on examining the use of picture series to help junior high school students read stories in narrative text and improve their ability in reading. This study also aims to identify answers and benefits, and how they apply to the use of picture series in reading education for junior high school students, especially second graders.

This study aims to clarify how picture series can improve students' reading. The benefits of picture series as an alternative learning to increase the knowledge of the reader, especially for students, and the general public. The purpose of this study was to determine whether using picture series in English classes would improve the reading comprehension of junior high school students. The study design for this study was Classroom Action Research (CAR). This research uses several tools. In short, field notes improve students' reading comprehension. Before doing the research, the reading comprehension of the second graders was not enough. In this regard, this study encourages school leaders to develop guidelines that allow teachers to use picture series in learning and develop alternative ways to make the teaching and learning process fun and effective. Is expected to stimulate.

## **B. Research problem**

Based on the background of the study above, the problems of the research can be formulated as follow:

“How can picture series improve students readingskills in Junior High school ?”

### **C. Objective of the study**

The objective of this research is to improve students' reading skills by using picture series in SMP Darul Fikri Ngoro Jombang .

### **D. Significance of the study**

The results of this study are expected to carry out some of the importance of implementing picture series learning. And is expected to be useful theoretically and practically as follows:

#### **1. Theoretical Significance**

The results of this study are expected to improve the theory of teaching English as a foreign language, especially for English teachers.

#### **2. Practical Significance**

This study presents three practical significances in teaching and learning reading comprehension including significance for students, for teachers, and for institutions.

##### **1) Teachers**

The researcher really hopes that students' reading skills are going to be better by using picture series. Teachers can use the results of this study as an alternative media for teaching reading skills.

##### **2) Students**

This research is predicted to assist teachers guide students in using picture books to enhance their reading comprehension. Additionally, in teaching

comprehension, teachers can use this method as a basic reference in teaching in order that the training process are often more focused and understandable.

### 3) Institution

With this research, the researcher hopes to use picture series to reveal some problems in certain institutions, especially for those who have serious problems in understanding teaching. And also the results of this study can be used as input for planning the pattern of teacher development through training or updating to improve the quality of education.

## **E. Scope and limitation**

This research was conducted at SMP Darul Fikri Ngoro Jombang. This study focuses on the use of picture series and the type of picture series in this study is fiction. The scope of this research is to determine the reading ability and reading motivation of 8th graders.

The limitations of this research are based on the level of understanding and the type of text. First of all, the level of understanding that will be investigated in this study is literal and inferential understanding. Then, of the many types of reading texts, this study only discusses narrative texts. In this study, the narrative text was selected based on the syllabus.

## **F. Definition of the key term**

### 1. Reading Skills

Reading is more than a simple indication of the activity, pronouncing the printed material or following each line of a written page. It consists of different and

mixed activities. People have their activities to apply the reading activities. They have a different purpose than what they read for. It is also or likes the recognition of words within a sentence; It covers all the activity of the thought process to evaluate the information.

## 2. Picture Series

Picture series is one of the media that can be used in the teaching and learning process, especially in reading. In reading, the use of pictures can be used to generate student learning motivation. If generally reading is only centered on stories that are in long discourse, here it is presented on visual aids. Picture series itself has been widely used as a learning medium. In pictorial applications it can increase students' interest and motivation in reading because by using picture series students can describe what they know about the story in the text, they not only read the text but also see the action of the story in the picture.

## 3. Teaching Media

Teaching media is a tool used by teachers to deliver teaching materials to students in the teaching and learning process to achieve certain learning objectives. The use of various media in teaching has become a teacher's need today. This study aims to determine the type and application of teacher media in the teaching and learning process of English. Teacher competence was also analyzed in this study. Teachers must be able to operate teaching equipment properly so as not to waste too much time in preparing and operating teaching equipment.