

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

Language has a very important role in human activities. It is used as a mean of communication with other people to express feelings, thoughts, and ideas in spoken as well as in written forms. At present, learning English is becoming more and more important. Thus, English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

With this competence, it enables one communicate with other people from different countries in many activities. English has been taught from the Elementary School level up to the University and even now, it has been taught in the Kindergarten level.

Learning English in reading, focuses on the mastery of the content of the text, so that the students can understand how the language is being used. In learning English as a foreign language, the four skills that must be well-mastered by students are listening, speaking, reading, and writing (Brown, 2000: 232).

Reading is one of the basic language skills that should be mastered by Junior High School students. Reading is language skill that can be used to

communicate and to receive with others in written form or paper. So it is the basic skill that very important for the student or children. They should comprehend the reading for certain purpose, however it needs a practical and suitable method.

Children who successfully learn to read in the early primary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, children who struggle with reading in Junior High School are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects. They are far more likely to suffer low self-esteem, and in their teen years they are more likely to leave school before acquiring the skills they need to succeed in society and in the workplace.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

Readers make progress by reading more. It is well established that good readers read with ease, accuracy and understanding. Good readers also read more, and by reading more, they increase their vocabulary and knowledge. This in turn helps them to make further gains in reading and learning. Once

children can recognize written words in their language with relative ease, they need to develop fluency in reading.

Fluency develops with both oral language development and print exposure. The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading. Having opportunities to write will also improve reading ability.

The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

All teachers recognize that success in school and throughout life depends in large part on the ability to read. For teachers of very young children, this understanding is accompanied by both a personal and a professional commitment to early reading success for all children.

For children, the problems of predicting and understanding texts that suit with the texts themselves are the biggest obstacles in reading. Adults have developed the ability to follow complex plans, and they have learned cues by which to identify each other's plans.

Facts that relate to obstacles in reading achievement are, in physically, first is malfunction of the visual and auditory faculties. Second is in

particular, eye defects such as farsightedness, speech impediments, etc. Third is physical discomfort among students such as headache, stomachache, etc.

Obstacle to reading in psychologically are first, the child's lack of self-confidence, feelings of rejection and other negative personality traits. Second, teacher personality factors such as lack of competence, emotional immaturity, lack or social sense, etc. Third, general emotional atmosphere at home and school, including the attitude among parents in guiding their child's progress in school.

In environmentally, conditions at home and school including conditions of poor room lighting, ventilation, seating arrangement and etc also can be considered as an obstacle to reading.

In socio-economically, the obstacles are, first, low economic status (poverty) of children of poor families. Second, sensationalism and retrogressive literacy as fastered by commercialism in mass media. The last is policies and programs of government and of the schools on the development reading program.

It can be said that many people nowadays do not have a desire to read and that only a minority call themselves passionate readers. Unfortunately, this can be said both about the adults and the children. Children often argue that they do not need to read and that they have others preferences like the TV, the computer and the internet. For lots of people it is significant that they cannot interconnect data covered in ordinary texts and they do not realize how disqualified they may be in life.

Also, obstacles that can be considered in children's interest of reading, there are three potential stumbling blocks that are known to throw children off course on the journey to skilled reading.

The first obstacle, which arises at the outset of reading acquisition, is difficulty understanding and using the alphabetic principle – the idea that written spellings systematically represent spoken words. It is hard to comprehend connected text if word recognition is inaccurate or laborious.

The second obstacle is a failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that may be specifically needed for reading.

The third obstacle to reading is the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading.

People can read, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use picture and word images in a creative and appropriate way to express meaning. Picture books, magazines, newspapers, advertisements and films create meaning through such things as shape, line, colour, actions, eye paths and angles. That makes picture as visual literacy has an important effect for increasing and developing that four basic skills of language.

Students need visual images to help them read and understand texts. Visual information can support reading and help to make meaning of text. Focus on how to use images to build skills.

It is important to note that in addition to the evidence of the senses, students will be bringing their prior knowledge of materials and types of objects to their explorations. It is good to recognize this explicitly in the exercise.

For instance, if students are seeing a picture of a view of mountain, they might receive as what the pictures purpose to or even it might them to explore more regarding the pictures. If they state that the object is a view of mountain as same as near their home, ask, How do they know? They might answer, the road's shape looks same, and there are eleven trees around the road on each side heading the mountain.

These replies can be followed up with questions about the general characteristics of trees, road, and mountain. Even you do not ask them how many trees are there, they figure it out only by notice the picture. With that some ways, once you ask them how many trees are there, how long the road approximately, and how tall the mountain is, they could answer it well.

There are some ways to cope the problems that make students unable and interest to read. According to the researcher, the first thing to do is to improve the teaching and learning process. The teacher should motivate the students in reading by giving some suggestions, corrections, and rewards if they made a good taken of information by reading.

Then the teacher can select and apply the appropriate method and technique in teaching language, which is suitable with the condition of students of SMPN 6 Bekasi.

According to the researcher, the method that is appropriate to the characteristics of the students of SMPN 6 Bekasi is using picture increasing reading ability. By using picture, it is hoped that the students will increase their motivation in the teaching and learning process. Of course, there are many other techniques, methods or approaches, yet it needs priority.

Based on the description above, the writer has been interested to choose this paper with the title, "*The Effect of Pictures in Increasing Students' Reading Ability at the Second Year of SMPN 6 Bekasi.*"

#### **B. Scope of the Research**

In this research, the analysis just focused on how to see the effectiveness of pictures on increasing students' ability of reading at the second grade of SMPN 6 Bekasi.

#### **C. The Statement of the Research**

Related to the background, the problem to be stated: "Is there any effectiveness of pictures on increasing students' ability of reading at the second grade of SMPN 6 Bekasi?"

#### **D. The Objective of the Research**

Based on the problem of the research mentioned about, the objective of these research is to find out whether there is an effectiveness of pictures on increasing students' ability of reading at the second grade of SMPN 6 Bekasi.

### **E. The Significance of the Research**

The result of this study shows that the use of pictures improves the students' achievement on reading ability.

This research may be useful for the students due to the use of pictures in the teaching and learning reading process will surely attract the students' attention to study. The students are motivated to read as they enjoy what they study in reading while noticing the pictures given therefore their intention to read and the exact purpose of the picture will be increased as a result the students' English reading skill is improved. By presenting pictures on their sheet, helps them to communicate, learn, and get the purpose well. Using pictures, helps to make English lessons memorable, it creates a link between the pictures, and the word or phrase they show.

Also, this research may be used by other researcher with the benefit of the research is to explore and prove whether the pictures technique is effective to be applied in teaching reading so that the students can get the purpose of the thing they read optimally. It can motivate teachers to find a new method or technique which is appropriate in teaching reading. It also encourages the teachers to develop their creativity to improve teaching learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.



In addition, the research will give benefit to the school. The benefits of the research for school are it can increase the students' achievement and it can develop learning strategies which stimulate students' creativity in reading.

#### **F. The Systematic of the Paper**

The systematic of the paper means to make the writer easier in taking the understanding of this paper and to make the paper in well-edited composition. This paper is divided into five chapters as follow:

##### **CHAPTER I: INTRODUCTION**

It explains about The Background of The Research, The Scope of The Research, The Statement of The Research, The Objective of The Research, The Significance of The Research, and The Systematic of The Paper.

##### **CHAPTER II: THEORITICAL DESCRIPTION**

In this chapter, the writer describes about Definition of Reading Ability, Pictures, and Conceptual Framework.

##### **CHAPTER III: METHODOLOGY OF THE RESEARCH**

This chapter presents the explanation about what method that the researcher uses to write the paper.

##### **CHAPTER IV: RESEARCH FINDING**

This chapter depresses about students' ability with the effectiveness of pictures in reading comprehension achievement.

## CHAPTER V: CONCLUSION AND SUGGESTION

This chapter consists about the conclusion of whether any effectiveness of pictures in increasing students' reading ability.