

CHAPTER I

INTRODUCTION

A. Background of The Study

In Junior High School (SMP), students get many experiences in reading. Students not only read by knowing the words and how to pronounce it but also to comprehend the meaning of those words and sentences. Students are expected to read on a deep level. It means that students can comprehend the text. Comprehending includes getting the idea from the text than explaining with their understanding.

Karami (2001) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies for the majority of the second language learners who are already literate in their native language. It indicates that the strategy and technique in reading are important in order to comprehend the text well. From the fact, in learning English, students usually feel very difficult to understand the text meaning, and they also face difficulties in finding the mind idea. Lack of vocabulary in comprehending the text also makes them think that reading is very difficult and they have a bad result in a reading comprehension test. The problem was also found in the other aspect of reading comprehension like inference, reference, and determining detail information. They sometimes felt that English class, especially reading class, is not interesting (Puspita, 2017).

During the preliminary teaching observation in SMA AL-ISLAM Cilengkrang, the researcher found that the students of SMA AL-ISLAM Cilengkrang experience and some difficulties in comprehending the text, the students not motivated to learn the English language. Students are easy to get bored, look uninterested and reluctant to respond. Regarding the students' difficulties above, Picture books as the media in teaching reading comprehension is offered.

To improve students' knowledge of comprehension and interest in reading, the writer used picture books as the media. The purpose of using media is to facilitate communication and learning. Meanwhile, Lado (2014) stated that picture books communicate meaning through direct experience with text and visual media. It means the media is an important thing in the learning process.

Picture Books is a book that contains pictures or illustrations that play an important part and work supportively with the text to convey the meaning of the story. Matulka (2008, p.11) defined picture books as "the book which text and pictures work together to tell a story or a book that depends on illustrations to help relate the story in which the amount of text is equal to or less than the number of illustrations." It means that using picture books as a media can help the students more understanding the story, and the learning process will not make students feel bored because there is an illustration in the picture books.

Lee (2015) pointed out that student's enjoyed picture books and felt they had made development in their English language ability, especially in terms of motivation and confidence. The use of picture books that has imaginative characters such as comic is more efficient to teach reading than those of general texts and pictures Roozafzai (2012). So when the teacher using picture books in the learning process, it can help the students to improve their reading comprehension.

Janica bland (2013) pointed out that Picture books can introduce a playful process involving imagination and experimentation in the EFL classroom. Also, Picture books offer material that can maintain young learners' interest for longer periods of time because they return to picture books over and over again. Thus picture books help develop an interest in stories and reading in general.

Maorao (2013), the picture books are used as an incentive for creative responses, for sharing experiences and thoughts, for bouncing off viewpoints, and for spending class time in an enjoyable way.

Zathira (2014) conducted research about the effectiveness of picture sequences in teaching narrative text writing. The research design used the experimental. The result reveals that teaching writing narrative text by using picture sequence has given a positive influence. Susilawati (2017) also did research in teaching the writing of narrative texts through digital comics. The method is a quantitative method. The result is that the use of digital comics as teaching media was able to improve student

ability in writing narrative text. The other research is done by Suryani (2017) ,she conducted research on teaching reading narrative text through story impression strategy to Islamic junior high school. She used a quasi-experimental design method. The result was that story impression strategy was successfully applied in teaching reading narrative text.

However, this research is different from the previous researches. This research focuses on teaching reading narrative text; meanwhile, the previous study was focused on teaching writing narrative text. The previous research used a qualitative method; meanwhile, this research used a quantitative method. From the explanation, research on **the use of Picture books in Teaching Reading Narrative Text to Junior High School Students** is conducted.

B. Research Question

Based on the background explained above, here are the following specific problems as follows:

1. What are the students' ability of reading narrative text before using picture books as the media?
2. What are the students' ability of reading narrative text after using picture books as the media?
3. How significant is the difference of students' ability of reading narrative text before and after using picture books as the media?

C. The Purpose of The Study

The aims of this research are:

1. To describe out the students' ability of reading narrative text before using picture books as the media.
2. To describe out the students' ability of reading the narrative text after using picture books as the media.
3. To know the difference of students' ability of reading narrative text before and after using picture books as the media.

D. Significant Research

The result of the present study is expected to give both theoretical and practical significance. Theoretically, this study is expected to provide helpful information for the teacher in teaching a narrative text to children. Practically, the result of this study is expected to help teachers in improving students' reading ability, especially in narrative text, and also to provide a beneficial reference for further research in teaching a narrative text to children.

E. Rationale

According to Sinambela, Manik, & Pangaribuan (2015), said that reading is the most important skill in learning language besides listening, speaking, reading and writing. Reading becomes an essential part of learning the language because it provides many opportunities for students to study language such as vocabulary, grammar, punctuation, and the way construct sentences, paragraph, and text.

Reading is the most important activity in any class, not only as a source of information but also as a means of consolidating and extending one's idea and language (River, 1968:24). Reading is a fluent process that reads combining information from a text and their own background knowledge to build meaning. Thus, reading is an activity that used background knowledge to understand the message being conveyed by the text in order to expand the meaning (Wardah, 2014)

According to Ageasta & Oktavia (2018), reading is an activity by which we can improve our general knowledge, get information and pleasure. In the term of reading one of the assessments in English reading is the students' ability to comprehend the written text. In the reading process, the reader should comprehend what they have read to get the information from the text. Many students think that reading is considered as the most complicated and the most difficult skill. The students have difficulties comprehending a text and students had limited vocabulary and more unfamiliar words. It means that reading it is a result of that problem. The student needs to learn how to read the narrative text.

According to Rosa (2014), the narrative is a text that tells a story and, in doing so, entertains the audience. The narrative text is a story with complications or problematic events, and it tries to find the resolution to solve the problems. The purpose of a Narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

A narrative can be in the form of a story such as fairy stories, mystery, science fiction, legends, fable, etc. A narrative text consists of the following structure: Orientations, Complication/ series of events, resolution. They can be imaginary, factual or combination of both. The student had difficulties in understanding the text, and the students difficult to understand the content of the text. Some students had a limited vocabulary, lazy to read and identify unfamiliar words from the narrative text.

According to (Hanip & Sa'adah, 2014), media are the kinds of equipment that are used by the teacher to help them teach their students. Media are used to help the learner achieve the learning objectives more effectively and efficiently.

Brown (2004) stated that using a variation of media will increase the chance that the learners will recall better what they learn in developing the performance they expected to improve. There are many varieties of teaching media that can be used to deliver the lesson, and one of them is a picture book.

Mallan (1999), cited in Maulana (2016), defined picture books as an art subject, combination with image and text, which provides readers with visual experiences. In addition, according to luke (1999), cited in Maulana (2016) reading picture books requires much more than just understanding words, as it involved reading the visual images as well. It means that to read picture books, one would need diverse capabilities of building the meaning, using the text, and analyzing them across verbal and visual modes. The pictures in picture books are also a powerful

reading tool for children to comprehend the story; it is because the pictures convey the meaning of words well before they are aware of the text.

As stated by Cameron (2001) that students enjoy reading the text, which is interesting for them such as picture books. In addition, by enjoying reading a book, the student reading comprehension, fluency, and expression will be improved (Samuel, 1979; Moyer, 1982; Neuman et al., 2004).

According to Osborne (2004), picture books present the perfect instruments to develop children's education and also their reading skills through rich language, colorful characters, and interesting storyline.

F. Previous Research

There are some previous studies found to be relevant to the current study.

The first is Zathira's (2014) research, which investigated the effectiveness of picture sequence in the teaching narrative text writing in SMP Islam Al Syukro Universal Ciputat. The research design used is experimental. The result reveals that teaching writing narrative text by using picture sequences has given a positive influence; there is a positive significant effect in teaching writing narrative text by using picture sequences.

The second is Susilawati (2017) in her study of teaching writing of narrative texts through digital comic 10th-grade senior high school in Garut. The method is a

quantitative method with true experimental design. The result is that the use of digital comics as teaching media can improve student ability in writing narrative text.

The last is Suryani (2017), who conducts research on teaching reading narrative text through story impression strategy to Islamic junior high school. She used a quasi-experimental design method. The result is that the story impression strategy was successfully applied to the eighth-grade students of Mts Sabilul Hasanah.

From some of the previous studies, the difference from this research is that the previous researchers focus more on the use of picture books in teaching reading narrative text, While the current research focuses on teaching narrative text in reading. Hopefully, the result of this research can be useful for teaching English especially to increase student's interest in reading.

