

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four skills in English namely: (1) listening, (2) speaking, (3) reading and (4) writing. These skills are closely related one to another. Reading as one of the skills is the most fundamental. It covers others language skills and sub skill such as speaking, writing, pronunciation, grammar and vocabulary. A research shows that a child who doesn't learn to read early will not early master other skills or the language (Lohringer, 1999).

Richards and Renandya (2002: 273) asserted that in many second foreign languages teaching and learning situation, reading receives a special focus because of several reasons. Firstly, many foreign language students often have readings as one of their important goals. They want to read for information or pleasure and other purposes. In fact, in most of the English Foreign Language situations the ability to read information is all that the students ever want to acquire. Secondly, written texts give more various pedagogical purposes. Reading is a skill highly valued by the students and the teacher alike. In other words, it can be said that reading ability will be developed with the association in listening, speaking and writing activities since they are interrelated skills.

Considering its importance as the core skill which has great contribution to other language skills, many efforts have been made by experts. One of them is by conducting the research in educational field to find out the possible constraints or

problems which may hinder the teaching and learning process of English in general and teaching reading in particular.

Durkin (1979) conducted a study which shows that the preponderance related to comprehension is not directly instructional but instead involves assessment or practice comprehension ability.

Teaching reading is a process to establish the student ability to understand the reading text. More concretely students will use strategies to understand the text. For example students skimming a text, looking subheadings or graphics so as to give themselves a general idea of a text. As a student is reading and looking at a picture, they connect what are in the materials to what they have in about the text, looking back or ahead to link one part of a text to other.

Nowadays, reading is one of the so many activities in class. To make it an effective way of learning English, method of teaching must be selected; method plays important rules in teaching learning activities beside the skills of the teachers. By applying a proper method in teaching reading, the learning of English will be successful.

The writer chooses pictures as media in this research because, pictures can contribute to interest and motivation and a sense of context of the language. It will create a specific reference point or stimulus of students (Wright, 1981). Based on history, pictures have been used for centuries to help students understand various aspect of foreign language (Wright, 1981). The writer's reason of using pictures as media because it is suitable with Wright's opinions. The pictures have motivated

the students, make the subjects clearer, and describe the general idea and forms of an object or action which is specific to a culture (Wright, 1981).

Considering this, the writer tries to make teaching reading by using pictures at SMPN 8 Kupang because during her teaching practice program she found that students face the difficulties in understanding reading materials in their text book, especially those without pictures. She wants to know the students' comprehension on reading text by using picture. On account of this, she comes up with the title: **A STUDY ON THE USE OF PICTURES IN TEACHING READING TO THE EIGHTH GRADE STUDENTS OF SMPN 2 KUPANG IN THE SCOOOL YEAR 2014/2015.**

1.2 Statement of the Problems

The problem discussed in this study is stated as following:

- 1) Is the use of pictures in teaching reading effective to improve the comprehension of eighth grade students of SMP Negeri 8 Kupang in the school years 2014/2015?
- 2) To what extent is the use of pictures effective in improving the reading comprehension of the eighth grade students of SMP Negeri 8 Kupang in school years 2014/2015

1.3 Objectives of the Study

- 1) To find out whether the use of picture in teaching reading effective to improve the Comprehension of the eighth Grade Students of SMP Negeri 8 Kupang in school years 2014/2015.

- 2) To find out what extent is the use of pictures effective in improving the reading comprehension of the eighth grade students of SMP Negeri 8 Kupang in school years 2014/2015.

1.4 Significance of the Study

The significance of the study is presented below:

1. For the English teacher.

English teacher can consider using the pictures which is appropriate in teaching reading.

2. For the writer

Through this study the writer would be able to improve her knowledge and skills in teaching English especially reading using pictures.

1.5 Scope and Limitation

This study particularly concerns more on the teaching narrative reading by using pictures toward the eighth grade students of SMP Negeri 8 Kupang. The pictures used in this study are the pictures related to the narrative reading text. To measure the effectiveness of the use of pictures, the writer analyses the results of the pretest and posttest. From these results it can be seen whether the use of pictures in teaching reading in SMP Negeri 8 Kupang is effective or not.

1.6 Definition of Terms

There are some terms used in this study that should be defined. The definition may help the readers understand the study as a whole. The terms that should be defined in this study are as follows:

a. Reading

Reading is a process of looking at a series of written symbols and getting meaning from them (Hornby, 1989). When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. In this study, reading means narrative text provided with pictures in order to help the students to comprehend the text.

b. Picture

Picture means a visual representatively or image painted, drawn, photographed, or otherwise rendered on a flat surface (Draper, 2010). In this study, picture is a media used by the teacher to teach reading for the eighth grade students of SMPN 8.

c. Comprehension

Comprehension is an ability to understand something that learned by students in reading or listening skills (Hornby, 2014). In this study, comprehension is an ability that should be improved by the teacher in teaching reading for the eighth grade students of SMPN 8.

d. SMP Negeri 8 Kupang

It is one of the state Junior High Schools in Kupang, located on S.K. Lerik Street, Kelapa Lima District, Kupang municipal.