

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of the four language skills. Reading is a basic component of someone being able to have more understanding or knowledge. Because by reading, someone will get richer in knowledge. Reading as one of the language skills that must be mastered well by students. And reading is an essential factor that has an important role in language learning. According to Dalman (2014: 5) states that "Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the text read. Reading is also the key to learning all kinds of knowledge, including everyday information and instructions that have a big impact on life. Another understanding of reading is a person's activity to obtain information or messages in the form of the process of recognizing words and combining the meanings of words in sentences. In reading, students not only read word for word, but students are also expected to be able to understand what they have read.

From several understandings of reading, students must have reading comprehension. According to Abidin (2012:127) reading comprehension can be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text. This means that in reading comprehension there is a series of processes carried out by the reader to find meaning, understand the information contained in a reading text. This process depends not only on comprehension skills but also on students' experience and prior knowledge in order for students to understand what they read. According to Mikulecky and Jeffries (2007:74), reading comprehension means understanding what the reader is reading and connecting the ideas in the text with what they already know. In addition, Duffy (2009:14) defines

reading comprehension as the essence of reading because if we do not understand the message. So, it can be concluded that reading comprehension is the main goal of reading activities. These activities require readers to interact and engage with written language and understand the contents of the reading.

There are several texts that must be mastered by students, especially in reading comprehension including descriptive texts, narrative texts, recount texts and so on. Students are also expected to be able to understand the text during the learning process. One of them is that students are able to understand what descriptive text is. Therefore, teachers must provide effective learning to improve students' reading comprehension.

During the pre-observation at SMAN 1 Jongkong, the researcher found problems in students' reading comprehension. The problem is in class X SMAN 1 Jongkong. The problem is that students have difficulty finding factual information, finding main ideas, finding the meaning of vocabulary in context, identifying references, making conclusions, and having difficulty understanding texts. And in this section students also many problems, they have difficulty answering practice questions because they do not understand the text they read, even they find it difficult to understand the questions.

Based on the problems by students in reading comprehension, the researchers were interested in applying picture stories to improve the reading comprehension of the tenth graders of SMAN 1 Jongkong. According to Allen (1989: 7-8) states that picture stories very important because the success of learning often depends on the number of senses used in the learning process. Picture stories are a type of media that will make students more interested. Picture stories are one of the alternative media that can be used by teachers to teach reading comprehension. Students will be more interested in learning to read because they can see pictures, so it will be easier for them to learn. Based on this explanation,

the researcher believes that picture stories will be effective in improving students' reading comprehension.

Therefore, the researcher besides to conduct classroom action research to improve students' reading comprehension by using picture stories to encourage students to have good reading comprehension. In this study, the researcher collaborated with the English teacher of class X students of SMAN 1 Jongkong. This research is expected to be useful as an evaluation material and a means to facilitate the learning process that will be carried out in the future. Therefore, the researcher conducted a research entitled "IMPROVING STUDENTS' READING COMPREHENSION BY USING PICTURE STORY (A Classroom Action Research to The Tenth Grade Students of SMAN 1 Jongkong in the Academic Year of 2021/2022)"

B. Research Question

The purpose of this study was to focus on improving reading comprehension in grade X students of SMAN 1 Jongkong. There main research question that must be answered,as follow:

- How can picture story improve student's reading comprehension to the tenth grade student's of SMAN 1 Jongkong in the academic year 2021/2022 ?

C. Research Purpose

In general, this study to improve students' reading comprehension using picture stories in tenth grade English learning at SMAN1 Jongkong. The main purpose of this research is :

- To find out how picture story can improve student's reading comprehension to the tenth grade student's of SMAN 1 Jongkong in the academic year 2021/2022.

D. Significance of the Research

1. Theoretical Significance

The research conducted by the researcher is expected to be able to become research material and reference in scientific development in the field of education, especially in improving reading comprehension in students at school by using picture stories.

2. Practical Significances

a. For Teacher

This research it is hoped that teachers can use it as an efficient teaching technique and can be applied in the process of learning to read at school.

b. For Students

This research is expected to make students interested in learning English, especially in the process of reading comprehension and can improve good learning outcomes.

c. For Researcher

This research can develop the creativity of researcher in designing teaching and learning activities in the classroom to be more interesting.

E. Research Hypothesis

The meaning of the hypothesis is that according to Sugiyono (2017: 99-102), the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. So the hypothesis can also be stated as a theoretical answer to the formulation of the research problem, not yet an empirical answer. The hypothesis in this study is :

- Picture stories can improve students' reading comprehension tenth grade of SMAN 1 Jongkong for the academic year 2021/2022.

F. Scope of the Research

1. Research Variable

Research variables are everything that will be the object of research observation. Sugiyono (2018:63) states that research variables are attributes or properties or values of people, objects or activities that have certain variations determined by researchers to be studied and then drawn conclusions. In this study, the researcher only single variable, namely the variable of increasing students' reading comprehension by using picture stories.

2. Research Terminology

To clarify the illustration and avoid misinterpretation, the researcher provides the following explanation:

a. Reading Comprehension

Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what one knows. The individual's ability to understand texts is influenced by processing them and processing their information. According to Samsu Somadayo (2011: 9) states that reading comprehension is an activity or activity carried out by a reader to connect new information with old information with the aim of gaining new knowledge. When we read, we use our eyes to receive indicators (Finding factual information, Finding main ideas, Finding meanings of certain words, references, and conclusions).

b. Picture Story

According to Ardianto (2007: 6) picture story is an art form that uses still images, which are arranged in such a way as to form a story. Usually illustrated stories are printed on paper that is accompanied by text. Picture stories are unique media, and are equipped with the use of text to make them look creative. And picture stories can also attract students' attention in the learning process and have the advantage of being easy to reach. Through picture stories, it is hoped that students can easily receive information and describe the story they want to convey. In

using picture stories, students' activities are reading picture stories and students are asked to determine the main idea of each paragraph and find out what information they get through the picture story. After that, students ask questions about unfamiliar material in the picture story.

c. SMAN 1 Jongkong

SMAN 1 Jongkong is a state education unit at the high school level (High School) located in Jongkong, Kapuas Hulu Regency, West Kalimantan Province. In carrying out its activities, SMAN 1 Jongkong is under the auspices of the Ministry of Education and Culture. SMAN 1 Jongkong has been actively operating since 1992 and is active until now