

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, research questions, aims of the research, research method which involves research design, sample, data collection and data analysis, clarification of terms, and also organization of this paper.

1.1 Background of the Research

Nowadays, literacy becomes a part of people's life. Almost every detail of people's life deals with literacy; when reading a book, when getting information from the internet, when reading a manual, and so on. Such activities, in which reading and writing are involved, are called 'literacy event' (Barton, 1994 in Cameron, 2001). Therefore, since literacy events become the heart of people's life, at least the skill of reading has to be mastered.

Reading deals with written language which is different from spoken language. Therefore, the skill of reading cannot be acquired by nature as speaking or listening skill. The statement is in line with Cameron (2001) who said that literacy skills (reading and writing) require individual's specific skills and knowledge about how written language operates in text. In short, the skill of reading needs to be taught.

Considering the importance of reading skill in life, the language teaching and learning, in this case teaching and learning English as Foreign Language (EFL), should pay more attention in encouraging language learners to become fluent in reading English. To read English text can be very hard for foreign learners for many factors. As stated by Cameron (2001) that there are at least four factors affecting language learner to read in English as foreign language; (1) the nature of the written forms of the first language, (2) the learner's previous experience in L1 literacy, (3) the learner's knowledge of the foreign language, and (4) the learner's age. Moreover, such factors as learners' intrinsic motivation and self confidence also contribute a lot in language learning (Brown, 2001).

The use of media in EFL teaching and learning can minimize the difficulties faced by learners in language learning. As stated by Smaldino and Russel (2005), media for learning can help provide a learning atmosphere in which students actively participate. In other words, media can be used to engage students in learning. It is important since effective learning happens when students are actively engaged in meaningful tasks, interacting with the content (Smaldino & Russell, 2005). Moreover, media can also encourage students' motivation and self confidence.

This research will investigate the role of media in promoting students' reading comprehension skill. The main reason of conducting this research is based on the assumption that reading comprehension skill is one important component in second language proficiency, and that the use of media can facilitate students'

learning since it encourages students' motivation. This research is also influenced by the findings of some previous researches on the same field. Purna (2010) has found that the use of pictures as the teaching media can improve learner's speaking skill, while Amaliah (2009) found that the use of pictures can promote learner's writing skill. Through this research, the researcher is willing to investigate whether the use of text with pictures can improve learner's reading comprehension skill.

The media used in this research are texts with pictures. It is because picture is an appealing media that have the power to engage students (Harmer, 2001). Through the use of pictures, students' anxiety can be reduced and students' motivation can be increased when they are trying to read English texts. Pictures also provide clues for students while they are reading texts. Moreover, pictures can create a fun and friendly atmosphere in teaching and learning situation.

This quasi-experimental research will be focusing on the students' reading comprehension skill with the help of texts with pictures as the media. Texts with pictures in this research will be used in teaching reading comprehension for Senior High School students Grade X. There will be two groups in this research; the first group is experimental group in which the students will be treated using texts with pictures, and the second group is control group where the students will be taught without using text without pictures. Furthermore, the students will also be given a set of questionnaire to find out their responses toward texts with pictures in teaching reading comprehension.

1.2 Research Questions

This research is aimed at answering the following research questions:

1. Does the use of texts with pictures significantly improve the students' reading comprehension skill?
2. What are the students' responses toward texts with pictures in teaching reading comprehension?

1.3 Aims of the Research

The purposes of this research are:

1. To find out whether the use of texts with pictures significantly improves the students' reading comprehension skill.
2. To find out the students' responses toward texts with pictures in teaching reading comprehension.

1.4 Research Method

1.4.1 Design

This study is a quasi-experimental research which employs both quantitative and qualitative method. In order to investigate the progress on students' reading comprehension skill, without and with the use of texts with pictures as the media, a quantitative method which involves some statistical tools

will be used. Meanwhile, to answer the second question of students' responses toward the use of texts with pictures, qualitative method will also be employed.

Following Cresswell (2003) quasi-experimental research design, the design of this research can be presented as follows:

Table 1
Pre-test Post-test Group Design

Group	Pre-test	Treatment	Post-test
Experimental Group (A)	O ₁	X ₁ ,X ₂ ,X ₃ ,X ₄ ,X ₅ ,X ₆	O ₂
Control Group (B)	O ₁	-----	O ₂

Note:

O₁ : pre-test of experimental and control groups

X : treatment for the experimental group

O₂ : post-test of experimental and control groups

Both experimental and control groups will take pre-test and post-test, but the treatment will be given to experimental group only. Meanwhile, to answer the question of students' responses toward text with pictures in teaching reading comprehension, a questionnaire and interview technique will be employed.

1.4.2 Sample

The participants in this study are 2 classes (65 students) of Grade X Senior High School. The classes are chosen since they have equal ability. The observer in this research is the researcher which also acts as the teacher.

1.4.3 Data Collection

To collect the data, three techniques are used in this research; test, questionnaire, and interview. By conducting test, students' reading comprehension scores with and without the use of text with pictures in both control and experimental groups can be revealed. The tests are divided into pre-test and post-test. Moreover, the data of students' responses toward text with pictures in teaching reading comprehension will be taken using a questionnaire and interview technique.

1.4.4 Data Analysis

The first step to do is to compare students' reading comprehension scores without and with the use of texts with pictures as the media. The data of each class will be analyzed using a statistical tool which is Dependent t-test. Moreover, the mean scores of both classes will be compared using Independent t-test. Therefore, the effectiveness of the use of texts with pictures in teaching reading comprehension then can be revealed. Lastly, the data taken from questionnaire and interview technique will be analyzed and presented in tables to answer the

question of students' responses toward text with pictures in teaching reading comprehension.

1.5 Clarification of Terms

To avoid misunderstanding and misconception, several terms are clarified. Firstly, the term *Use* which refers to the application of something in teaching, in this case, the application of texts pictures in teaching reading comprehension. Secondly, the term *Texts with Pictures*, those are texts in which pictures are included to help readers to get better understanding or comprehension. Lastly, it is the term *Reading Comprehension* which is the ability to completely understand a text.

1.6 Organization of the Paper

This research consists of five chapters. Chapter one is the *Introduction* which brings the reader to the discussion of the background of the topic being studied. Chapter two provides the *Review of the Related Literature*. Several relevant theories used in this study are explained in this chapter. Chapter three represents the *Research Methodology*: research design, object of the study, procedure of the study, method of collecting data, instruments of the study, and analysis of the data. Chapter four presents the *Findings and Discussions* of the study that will be focusing on the answer of the research questions. Chapter five is the *Conclusions* of the overall study. This section also contains suggestions for further research.

