

CHAPTER I

INTRODUCTION

Chapter one provides background of the study, research questions, research aims, scope of the study, significance of the study, and clarification of terms.

1.1 Background of The Study

Reading activity is one of the ways for the students in school to improve their English proficiency. Harmer (2011) points out that reading is a beneficial media to ease students in learning language such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraphs, and texts. Reading turns out to be an effective way to learn English language, if learners know how to read words in English appropriately and know how to figure out the implication of words, sentences and the meaning of text as a whole (Blank, 2006).

Students in junior high school often find problems in learning reading narrative text. Students are facing this problem when they hardly find appropriate book for their age and struggle to understand a narrative text (Marchand-Martella & Martella, 2010). Brown (2004, p.180) points out that using a variation of media will rise the chance that the learners will learn more and recall better what they learn in developing the performance of ability they are projected to improve. There are many kinds of teaching media that can be used to carry the lesson and one of them is picture.

According to Hurst (1997), picture books have important role in every classroom. The wonderful combination of visual and textual story that picture books offer is a valuable literary experience. Theodor Seuss Geisel, well known as Dr. Seuss, is a famous picture book author and illustrator from the United States that had

published 46 children's books. Books by Dr. Seuss provide a variety of high-interest stories that can be used to address a wide range of social competencies while improving reading skills (Wolf & Baker, 2012, p.172).

Dr. Seuss's books are also known for the messages delivered in the story, such as the ecological message in the story of "The Lorax". Dr. Seuss advises that young children need to be educated on how to live in a maintainable way without corrupting the environment, so that forthcoming generations have an unsoiled place to live. The message depicted by the Once-ler teaching the small boy about the dangers of pollution and degradation of the environment, then give him the last "Truffula" seed as the analogy of tree seed to be planted and grown after (Lowell, 2008, pp.218-222).

The use of picture book as learning media is relevant with the curriculum in Indonesia because *KTSP* and *Kurikulum* 2013 have narrative text as the topic of the 8th grade learning activity in the classroom. The students' cultural background and local content in Bandung especially in school near the central of the city also support the use of picture book because most of the students are familiar and interested with cartoon.

Several studies have been conducted to investigate teaching reading with picture books. Lee (2015) has observed 39 Taiwanese adult EFL learners' responses to reading children's literature in a non-major freshman English class. The study concluded that for struggling or beginning readers, EFL teachers should apply children's works more often as alternative reading material because there is development found in students' motivation and confidence in their feedback. Zambo (2007) extends William Brozo's ideas to learners in the years before adolescence to employ them with books and literacy. Learners can and should be familiarized to archetypes earlier, and this can be accomplished with picture books.

Another study entitled "*An Investigation of Teachers' Growing Understandings of the Picture Book Format*" from Martinez and Harmon (2014)

explores the effect of a course that focused on picture books on teachers' understandings of the picture book format and the ways where these understandings affected their self-reports of picture book usage in the classroom. Findings of this qualitative investigation discovered that involvement in and analysis of the picture book format resulting in vital changes in teachers' understandings toward picture books. Furthermore, it was informed teachers' instructional practices also changes, which in turn, led to informed changes in their students' building of meaning as they cooperated with picture books.

Nonetheless, the research about the use of picture book in teaching reading for junior high school students is still rare based on the observation about this topic on the online journal website, especially in Indonesia. Therefore, an investigation is needed to discover the use of picture book in EFL classroom. This research focus on investigating the use of picture book in helping junior high school students learn reading narrative. This research also aims to discover the students' responses to the use of picture book in teaching reading for junior high school students.

1.2 Research Questions

This study was expected to answer the following questions:

1. How does the use of picture book help junior high school students in learning reading narrative?
2. What are students' responses to the use of picture book in teaching reading?

1.3 The Purposes of The Study

Based on the research questions, the purposes of this study were:

1. To analyze the use of picture book in helping junior high school students learn reading narrative.
2. To find out students' responses to the use of picture book in teaching reading.

1.4 Scope of The Study

The picture book in this research was Dr. Seuss's "The Lorax" book and the students in this research were second grade junior high school students. This study focused on the use of picture book in helping junior high school students learn reading narrative, and the responses of the students to it. The research was based on the theories stated by Brown, 2004; Harmer, 2001; Marchand-Martella and Martella, 2010; Stockar, 2006; Freeman, Feeney and Moravcik, 2010; Wolf and Baker, 2012; Hurst, 1997; Lowell, 2008; Lee, 2015; and Honig, Diamond and Gutlohn, 2008.

1.5 Significance of The Study

This study theoretically expected to enrich the theories and methods in teaching reading narrative with picture book for junior high school students.

Practically the teacher could apply the technique to teach junior high school students with picture book especially in teaching reading.

Furthermore, professionally, the research findings can be used as the enrichment towards the future research about teaching reading with picture book especially for junior high school students.

1.6 Limitations of The Study

There were some limitations in this research. First, the research only used one book as the media of picture book that was Dr. Seuss's "The Lorax" book.

Second, because of the limited time provided in the school this research was conducted only for six meetings in two classes with retelling story as the product of students' reading activities.

1.7 Clarification of Terms

- a. Teaching reading in this research refers to the activities presented by the teacher in classroom related to reading experience using picture book as learning media. In the teaching reading activity, there will be tasks in the classroom for the students, such as reading aloud, predicting, and finding information.
- b. Picture book in this research refers to the content of the book written by Theodor Seuss Geisel titled "The Lorax". The book is a narrative story, which functions to deliver entertainment by posing a problem that need to be resolute. In the process,

the book could pass on values and cultural tradition or it might provide perceptions into the human condition (Derewianka & Jones, 2012 p. 63).

1.8 Organization of Paper

The paper will be delivered into five chapters. Each chapter has subtopics that elaborate issues.

Chapter I is an introduction. It consisted of background of the study, research questions, research aims, scope of study, significance of study, limitations of the study, and clarification of terms.

Chapter II focused on the theories related to the use of picture book in teaching reading for junior high school students.

Chapter III is research methodology. This chapter consists of research design, site and participants, research procedure, data collection, and data analysis.

Chapter IV delivered the discussion and findings of data obtained from observation and questionnaire.

Chapter V presented the conclusions of the study and suggestions for the teachers or other researcher.