

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The point of language teaching is to help students communicate, (Ellis, 1996:74). It is through communication that people send and receive messages effectively and negotiate meaning (Rubin & Thompson, 1994:30). As we realize, communication needs students to understand the language both in spoken and written communication. Spoken communication can occur when there is a speaker, a listener and a message. As well as spoken communication, written communication also can occur effectively when there is a writer, a reader and a message involved. In written communication, there are some processes happen those are a writer who sends messages, a reader who understands the messages and the messages that are usually constructed in a text form.

Text is constructed by words and it contains information and knowledge. In order to understand the content of the text, the reader is supposed to get what the researcher means. Therefore, reading strategy is needed because it plays a major role as the first step to comprehend reading. Usually the teacher prepares some strategies implemented for students in the classroom. In college, several strategies are also applied to increase students' motivation in learning English, especially in reading English text. The teacher hopes that those strategies not only help and motivate students to read English text in the classroom, but also help and motivate students to read English in their daily life.

There is an effective way to teach reading comprehension simultaneously, that is by using illustrations. Considerable research has been devoted to demonstrating the efficiency of illustration in facilitating the comprehension. It is generally considered that the content of the stories read in the presence of illustrations is better comprehended, remembered, and recalled than the same content read without the illustrations.

A number of studies have shown that improvement in visual perception will lead to improvement in reading achievement (as cited in Seaton, 2012). Seaton (2012) also mentioned that there are many theorists, psychologists, and specialists in education have proposed that visual perceptual skills are sequentially learned the capabilities of students' reading comprehension.

As was just noted, Georgiou and Das (2015) poor and skilled comprehenders on working memory were amplified as the processing demands of the tasks increased. In addition, although poor comprehenders as a group had average intelligence, they experienced significant difficulties in simultaneous and successive processing. Considering that working memory and general cognitive ability are highly correlated processes, these findings suggest that the observed differences between poor and skilled comprehenders are likely a result of a deficient information processing system.

Another study Orlander (2016) showed the first experiment confirmed that illustrations did significantly increase the participants' motivation to read the manual text. The second revealed that the more the participants gazed at the illustrations, the better they recognized the ones they actually had seen, and that the better the participants recognized the illustrations, the higher they recalled the text associated with the illustrations, possibly due to deeper elaboration of the text with the illustrations.

Another study, Kitajima and Shimada (2015) showed that only poor readers derive substantial help from the presence of illustrations, normal readers might be expected to derive less help than poor readers but more help than good readers. In this study, there were three categories reader those are poor readers, normal reader and a good reader. The data showed that three of those categories have enhanced their reading result in different achievement. Poor readers derived substantial help from the function of illustrations better than normal and good readers.

The studies above are different with one study in grade five, comparisons were made of the story recall of 70 average readers in under five illustrations-text conditions.

This is caused by a minor different meaning between text content and illustrations.

All mentioned studies above showed different result. Based on the studies above, the researcher has an intention to the implementation of illustration in college students since reading skill is a part of teaching learning process to complete listening, speaking and writing skill.

Implementing illustration is a suitable strategy in reading comprehension because illustration is an important tool and it has many superiority. First, illustration can make students more interested in learning, especially reading comprehension so that they do not worry since the first section has started. Second, the students will not only read, but also see and experience the nuance of the text. Third, pictures have functioned as a learning drill to aid memorization. According to Muqlit (2002) "Picture can be actualized from the visual way in forming the powers of one dimension of feeling, the picture as helping tool appear to discriminate and all the things which are realizing visually into dimension as an expression of feeling or opinion.". In this research, the researcher will focus on communication between the researcher and the reader in the comprehension of descriptive text.

1.2 Research Questions

The researcher realizes that it is not easy to collect the data if there is no limitation in the study because the research result will not be specific and detailed in one thing. Then in this case the researcher puts some limitation on the use of illustrations in reading informational text in one college in Bandung. The researcher will focus on this research smaller in order to make easier in achieving the purposes of the research. In this research, it will be developed in the following research questions those are:

- 1) How does the illustration affect the students' reading comprehension?
- 2) What are the students' attitudes towards the implementation of illustrations in the students' reading comprehension?

1.3 The Aims of the Studies

In her research, the researcher has the general and specific aims of the study. Those aims are the base to answer the research questions completely. The bases are the following:

- 1) To find out how the illustration affects in the students' reading comprehension.
- 2) To investigate the students' attitudes towards the implementation of illustrations in the students' reading comprehension.

1.4 Scope of the Study

The study are intended to find out how illustration affects the students' reading comprehension and to investigate the student's attitude toward its implementation in the students' reading comprehension in one college in Bandung.

1.5 Significance of the Study

This particular study is expected to give important theoretical and practical contribution to teaching reading comprehension using illustrations, especially in improving students' reading comprehension. Theoretically, there is optimism that this research is able to give contribution in teaching reading comprehension practices and especially in the use of illustrations as materials in teaching reading.

Practically, it is hoped that the technique used meets the appropriateness of teaching reading in the local college context and this can be the basis for the teachers to use other authentic resources in managing classroom for teaching-learning activities. In addition, the students will benefit greatly by having their arranged learning activity.

1.6 Method of the Study

This section briefly outlines the methods of the study. The purposes of the study are to find out how the illustration affects in the students' reading comprehension and to investigate the students' attitudes towards the implementation of illustrations in the students' reading comprehension in one college in Bandung. This research used

quasi experimental design and involved two groups as the experimental group and the control group.

During the experiment, this research used illustrations as the treatment in the experimental group in order to show the effectiveness of implementing illustrations in teaching reading informational text in the first semester in one college in Bandung. While, the control group was taught without illustrations as treatment.

In order to answer the first research questions, pretest and post-test were distributed as the research instrument while the questionnaires were administered to answer the second research questions. The research also was supported by interview data. In this study, the research design can be illustrated as follows:

E : T1 X T2
C : T1 O T2

E : Experimental group
C : Control group
T1 : Pretest
T2 : Post-test
X : Treatment by using illustrations
O : Treatment without using illustrations

The population of this research was the first semester students in one college in Bandung. The samples were two classes where each class consists of 29 students. Thus, the total number of the students from two classes was 58 students. The data for this study were collected from the instruments of pretest, post-test, questionnaire and interview.

1.7 Outline of the Thesis

In this study, the researcher constructed the paper in five chapters. In order to give information briefly, the researcher wrote down those chapters and its contents systematically as follows:

- 1) Chapter I: consists of some items where the researcher mentioned some literature. There are seven items in this chapter those are: a) background of the study, where the researcher described its background related to the topic and issue and mentioned the problems which occurred in some previous researches or theories; b) research question, where the researcher decided what questions would be answered specifically; c) purposes of the study, where general and specific aims are mentioned as the targets from research questions; d) scope of the study, where the study is limited so that the study could be investigated specifically; e) significance of the study, where the researcher mentioned the benefits of the study from several aspects; f) method of the study, where the researcher described how to conduct the study briefly and g) outline of the thesis, where the researcher outlined briefly every chapter.
- 2) Chapter II: consists of theoretical foundations, concepts, formulas, models, and previous researches to support the reasons why the researcher decided to conduct this study. She would construct the theories as follows: a) reading comprehension, including definition, reading strategies, and reading skills b) illustrations, including definition, types of illustration, basic principles, the ways to use illustration and advantages and disadvantages or limitations c) informational text, including definition and the way to use illustrations in informational text and d) students' attitude, including definition, benefits, types and how to identify students' attitude.
- 3) Chapter III: consists of research method, procedures, and steps to collect data. The researcher constructed this chapter as follows: a) research design, where the researcher described design method used, b) research setting, where the researcher set a place for her study, c) population and sample, the participants who got involved and participated in her study, d) research instruments, described tools or instruments which are used during the process of the study, e) data collection, where the researcher described the steps to collect the data by using the instruments, f) data analysis, where the researcher mentioned how to analyze the data which collected by using instruments.

- 4) Chapter IV: consists of experimental results that she collected and analyzed. The researcher constructed this chapter as follows: a) finding, where the researcher described all the data she collected from pretest, post-test, questionnaire and interview in form of table, graphic, chart, and explanation model b) discussions, where the researcher discussed the analyzed data and related them to the theoretical foundations.
- 5) Chapter V: consists of conclusion and recommendation where the researcher provided meanings based on analyzing results. In this chapter, the researcher would not only put the data in number statistically, but also in detailed explanation. There would be recommendations collected by the researcher during the process of the study as some inputs for the next researchers.