

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is an international language which is used in most of countries in the world. English becomes an important medium to communicate among people in daily transactions such as education, politics, technology and trade. Not only in oral communication, but also there are many information and knowledge in books, journals, magazines, newspapers, and internet written in English. Thus, understanding English source through reading is a must, nowadays. That is why English is learnt as a foreign language in many countries around the world, including Indonesia. Based on this real fact, Indonesian government place English as the first foreign language in order to face the globalization era and takes English as one of the subjects in school curriculum.

According to English curriculum which is applied in Indonesia, there are four basic skills of English which become standard competences. Those skills are listening, speaking, reading, and writing. In this research, the researcher will focus on reading skill. Reading is important skill in learning language. People mostly get information through reading, so reading is very important activity in the human's life. The researcher defines reading as a complex activity which involves two aspects, they are perception and thought. Both of them should do together.

In teaching reading teacher needs to serve an interesting media to stimulate students' interest in learning language. The media is very crucial thing to make the learning process effective and enjoyable. It can help to make the teaching and learning process in language class easier to understand. Teacher also needs to provoke the students' passion in learning language, especially in teaching reading comprehension. In the teaching process, media are very important to change the classroom situation. Teachers are really necessary to understand the media to make the students get enjoyment while they are learning. To make the students easy to absorb the materials given by the teacher, media is much needed.

Thus, media can make the teaching and learning process interesting for the students in learning language.

There are many kinds of text which can be read by the students. The texts can be used to practice and sharpen the students' reading ability. Those texts called Genre or Text Types. There are many kinds of text in English, one of them is Narrative text. Narrative text is an interesting text for students, because the text including fairy tales, legends, fables, myths, and so on. Almost all of students like these kind of texts.

Furthermore, in Indonesia, teachers usually use LKS (*lembar kerja siswa*) as supplement which assist text books of each school subjects. This also happen in Jepara regency. Sometimes, the researcher found some English text books or LKS which do not use interesting pictures for Narrative text. This case makes the students lazy to read the text because they only see a long text without something which can make them interested to read it. Thus, teachers need to look for something interesting to make the students' interested to read. Therefore the researcher tries to provide picture series as media in teaching reading comprehension for Narrative text. This research will be conducted in MA Hasyim Asy'ari Bangsri, Jepara Regency.

MA Hasyim Asy'ari is one of islamic senior high school in Bangsri, Jepara regency. It is located at Jalan Pramuka No. 09, Bangsri, Jepara regency, Semarang province. It is one of favorite schools in Bangsri, Jepara regency. The school gets numerous achievements in many competitions such as academic competitions, sports, arts and so on. The school has complete facilities to support the teaching and learning process. It has been given 'A' score for the school accreditation in 2009 by School Accreditation Board.

MA Hasyim Asy'ari Bangsri uses the School-Based Curriculum (KTSP) and 2013 Curriculum for its teaching and learning processes. For English subject the school uses the School-Based Curriculum (KTSP). The use of the School-Based Curriculum (KTSP) in the secondary education is based on the Law No. 20, 2003 about National Education System. The School-Based Curriculum (KTSP)

gives more autonomy for schools to manage their curriculum. It allows the school to develop their own syllabus which is based on the characteristics and needs of the learners.

Based on the School-Based Curriculum, the English teaching and learning processes in Senior High School have three objectives. First, the teaching and learning processes are aimed at making the students master English in an informative level. In this level, the students are prepared to continue their study to the higher level. Second, the teaching and learning processes are aimed at building students' awareness of the importance of English in the global community. In this objective, the teaching and learning process is directed to help students in mastering English as an international language. Third, the teaching and learning processes are aimed at improving students' understanding on the relationship between language and culture. This means that students are expected to learn not only the language but also the culture of the English speaking countries. They are expected to be able to communicate using English not only in oral but also in written language (Badan Standar Nasional Pendidikan, 2004:126).

This study is focused on the second objective of English teaching and learning processes which are aimed at building students' awareness of the importance of English in the global community. In this objective, the teaching and learning processes are aimed specifically at making the students master the four basic skills in English namely listening, speaking, reading, and writing. The researcher wants to focus on the reading skill itself, especially in students' reading comprehension.

From the preliminary observation and some interviews with the English teacher and some students at eleventh year of MA Hasyim Asy'ari Bangsri, Jepara regency, the researcher found a problem faced by students in the English teaching and learning process. The problem was related to the students' reading skill. They are not interested in reading English text. Some of them said that reading a full text without something interesting is boring activity. It means their reading comprehension skill is low, because they have low proficiency in understanding

meaning of text. The students found that understanding an English text was the most difficult subject for them. When they were given a text to read, they still got difficulties in getting meanings of new words so that they had to use their dictionaries when they found words they did not know the meaning. When the teacher asked the students to answer some questions based on the text orally, most of the students could not give the correct answers. The condition indicated that the students need something interesting to make them enjoy and have reading pleasure, so that they can get a good understanding of the text.

Based on the problem above, the researcher tries to find the interesting media in teaching reading so that the students will have their pleasure in reading the text, especially in Narrative text. Then the researcher is supposed to choose Picture Series as the media in teaching reading comprehension. The researcher tries to use Picture Series because it is good to use in the language classroom to make students interested in the material given by the teacher. Pictures give the students motivation in learning language, especially in reading the text because pictures is interesting for almost all students start from beginners till advanced level.

The media is expected to make the students interested in reading Narrative text. Finally, the researcher is interested in conducting a research entitled: The Effectiveness of Picture Series as Media in Teaching Reading Comprehension for Narrative Text at the Eleventh Year Students of Immersion Class of MA Hasyim Asy'ari Bangsri Jeparu in the Academic Year 2017/2018.

Based on the background of the study above, the researcher chooses the topic due to some reasons: First, reading is one of four basic skills of English which can help students to know much information from books, magazines, newspapers, internet, various kinds of text types, and other types of writing. Second, students of eleventh year of Immersion Class of MA Hasyim Asy'ari need the interesting media in the teaching and learning process, especially in reading skill. Third, the writer wants to know whether there are any significant

points of using picture series as media in teaching reading comprehension for narrative text rather than conventional method (without pictures).

1.2. Statements of the Problem

After knowing the background of the study above, the researcher would like to present some problems as follow:

1. How is the English reading comprehension achievement of the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri before they have been taught by using picture series as media of teaching and learning?
2. How is the English reading comprehension achievement of the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri after they have been taught by using picture series as media of teaching and learning?
3. Is it effective to use picture series as media in teaching reading comprehension for Narrative text in the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri?

1.3. Objectives of the Study

The objectives of the study can be stated as follows:

1. To find out the English reading comprehension achievement of the eleventh year students of Immersion Class of MA Hasyim asy'ari Bangsri before they have been taught by using picture series as media of teaching and learning
2. To find out the English reading comprehension achievement of the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri after they have been taught by using picture series as media of teaching and learning
3. To find out whether it is effective or not to use picture series as media in teaching reading comprehension for Narrative text in the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri.

1.4. Statement of the Hypothesis

According to Mubarok (2015:23), hypothesis is temporary answer to the formulation of research problems. There are two kinds of hypothesis used in this research; the first hypothesis is the working hypothesis or the alternative hypothesis (H_a). The alternative hypothesis is the result of the students' reading comprehension achievement after using picture series is more effective than before using picture series as media in teaching reading comprehension for Narrative text for the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri in the academic year 2017/2018.

The second hypothesis is the null hypothesis (H_0). The null hypothesis is the result of the students' reading comprehension achievement after using picture series is less effective than before using picture series as media in teaching reading comprehension for Narrative text for the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri in the academic year 2017/2018.

1.5. Significances of the Study

The result of this research is expected to have some significances. The significances are mentioned as follow:

1. Practical Significance

Practically, the researcher hopes that the result of this study can give motivation for teachers to be more creative and innovative in using media for teaching English, especially in teaching reading comprehension for senior high school students.

2. Theoretical Significance

Theoretically, the researcher hopes that the result of this study can be useful as a reference for those who have interest in the same topic, which is using interesting media in teaching English to stimulate the students' interest in reading comprehension.

3. Pedagogical Significance

Pedagogically, the researcher hopes that the result of the study can become a way to improve the media used by teacher in teaching English for senior high school, especially in teaching reading comprehension.

1.6. Limitation of the Study

This research is focused on the effectiveness of picture series as media in teaching reading comprehension for Narrative text at the eleventh year students of Immersion Class of MA Hasyim Asy'ari Bangsri in the academic year 2017/2018. Picture series are considered that it will have important role in teaching reading comprehension, which can influence the students' reading achievement.

1.7. Outline of the Study

This final project is divided into five chapters:

Chapter I is introduction, consisting of the background of the study, statements of the problem, objectives of the study, statement of the hypothesis, significances of the study, limitation of the study, outline of the study.

Chapter II is review of related literature, consisting of previous studies, review of related literature.

Chapter III is method of investigation, consisting of research design, setting of the research, subject of the research, research instrument, method of data collection, method of data analysis.

Chapter IV is research result and discussion, consisting of data description and discussing the details of statistical analysis in order to provide the appropriate result of the research.

Chapter V is conclusion and some suggestion rooted from the result of the research.

