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## CHAPTER I INTRODUCTION

### A. The Background of The Problem

Reading is one of the language skills that should be mastered by students. There are four skills in English, such as listening, speaking, writing, and also reading. From reading, to get information about whatever we need because by reading, we can learn something we do not know before. Clay stated that reading is a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. The definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reading in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message. (Taylor.George R,2008.p.230) According to definition above, the importance one from reading is the reader must be understood what the author's message from the text. It's mean that the student should be analyzed first to get message from the text.

Dealing with the above statement, (Nunan ,2003.p.68) says that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, by reading learners will make greater progress and development in all areas of learning. By reading we can get many things, especially getting information. Reading is an essential part in learning language because reading provides multiple

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opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text. (Hasibuan, 2007.p.114-115) says that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

According to Hadley (1993,p.106) “a picture is not always worth ten thousand words it is certainly possible to construct differentially effective pictures for the same learning task” (1993,p. 274). Therefore, the question concerning how to choose a supplemental picture that can effectively facilitate reading comprehension has come into many people’s eyes. Some research has been done on this topic, which can be generally classified into the following four categories.

According to Wright (1989,p.136), the use of pictures may be a good beginning point to help the students to develop their reading skills. Pictures represent the non-verbal sources of the information which helps students to predict what the text might be about. The capability to predict helps the students to recognize meaning more quickly than if they have to sort it out solely from what they hear or read.

In learning English, one of the main skills that students should acquire is reading. The aim of teaching reading is to make students able to read the text effectively and efficiently. They are not only supposed to understand the structure of the texts, but also to comprehend the meaning of the texts. In this case, there are so many students feel difficulties in gathering and comprehending the idea of reading passage.

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State Junior High School 3 Kuok (SMPN 3) is one of the junior high school in Kuok. English is served as a compulsory subject in this school. The time allocation of English subject is two times a week (80 minutes). At the second grade of State Junior High School 3 Kuok, referring to the competence based in curriculum of Junior High School has two competences, those are called competence standard and basic competence. In the second grade of Junior High School, the standard competence is the students are required to comprehend simple short functional written text and simple essay in daily life and knowledge usage in reading texts. Furthermore, for the basic competence, the students must be able to read aloud , respond, and rhetorical steps of short functional text and simple essay text in daily life accurately, fluently, and understandably in reading texts (Department of National Education, 2006.p.288). That's why reading comprehension is important for the students. The teacher has given good strategies for students in teaching and learning process. The teacher also taught how to analyze a paragraph, especially in narrative text. However, the students have difficulties in analyzing narrative text.

Junior High School 3 Kuok is one of the schools that uses school based curriculum in teaching and learning process. The students are demand to more learn and much read individually to improve their ability. There is a big problem if they are not supported by the effective strategy in learning process. In teaching and learning process, especially in reading, students are expected to be able in comprehend the text by many ways. Usually, the

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teacher only used the same method in every meeting. It is not overall, but there is some of the teacher still done the old strategy. It's mean that there is no variety in learning process. And it will make students not interested in reading. Because there is monotone ways they done. So, this condition will make students losing their spirit in learning process, and the worst possible it will make decline in the ability of understanding

Based on the descriptive above, not all of the students are interested in reading. The found difficulties in comprehend the text they read. Most of them only read the text but they do not understood what they read. The students able to read fluency, but they can't get the meaning or the message from the text.

Based on this condition, it is clearly that most of students still got difficulties in narrative text in English because students were confused to choose the objects and to describe the objects in narrative text as well. It also automatically caused them difficult to achieve the passing grade. The passing grade of English subject in State Junior High School 3 Kuok is 68.

In fact, based on the preliminary study of the writer in State Junior High School 3 Kuok the students still had low ability in reading text and could not fulfill the indicators of narrative text, The students' reading comprehension was still far from the expectation of the curriculum. Based on the preliminary study that the writer did at the second grade of State Junior High School 3 Kuok.

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The writer found out the following symptoms such as:

1. Some of the students have difficulty in identifying the topic of narrative text.
2. Some of the students have difficulty in identifying the detail information of narrative text.
3. Some of the students have difficulty in identifying the generic structure of narrative text.
4. Some of the students have difficulty in identifying the word references of narrative text.
5. Some of the students have difficulty in identifying the word meaning/ vocabulary

Based on the problem explained by the researcher above, the researcher is interested in conducting a research entitled the effect of using text with picture strategy on student's reading comprehension

**B. The Problem****1. Identification of the problem**

Based on the problem depicted in the background of the problem, the research would identify as follows:

- a. What made some of the students have difficulty in identifying the topic of narrative text?
- b. What made some of the students have difficulty in identifying the detail information of narrative text?

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- c. What made some of the students have difficulty in identifying the generic structure of narrative text?
- d. What made some of the students have difficulty in identifying the word references of narrative text?
- e. What made some of the students have difficulty in identifying the word meaning/vocabulary of narrative text?

**2. Limitation of Problem**

Based on the identification of the problem, it is clear that there are many problems in this research. For those, of the research are limited to the significant effect of using Text With Pictures Strategy on Student's Reading Comprehension In Narrative Text at the Second Class Junior High School 3 Kuok.

**3. Formulation of The Problem**

Based on the limitation of the problems above, it is very clear that some of the students at second Class of State Junior High School 3 Kuok have some problems in reading comprehension. Therefore, the problems can be formulated into research questions as follows:

- a. How is the students' reading comprehension of narrative text taught without using Text with Picture Strategy?
- b. How is the students' reading comprehension of narrative text taught by using Text with Picture Strategy?
- c. Is there any significant difference between students' ability and reading comprehension of narrative text taught without using Text

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with Picture strategy and taught by using Text with Picture Strategy?

**C. Objective and Significance of the Research****1. Objective of the Research**

- a. To find out students' reading comprehension of narrative text taught by using Text with Picture Strategy at State Junior High School 3 Kuok.
- b. To find out students' reading comprehension of narrative text taught without using Text with Picture Strategy at State Junior High School 3 Kuok.
- c. To investigate whether there is or not a significant difference on students' reading comprehension at second grade of State Junior High School 3 Kuok taught without using Text with Picture strategy and taught by using Text with Picture strategy.

**d. Significance of the Research**

Related to the objectives of the research above, the significance of the research as follows:

- a. Hopefully this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. This research gives crucial information to the students and teacher about students' picture text in learning English, and It can improve their ability in learning English at SMP 3 Kuok Kampar.

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- c. Finally, this research finding are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESL in general.

**D. Definition of the Term**

There were many terms involved in this research. Thus, to avoid misunderstanding on each term used in this research, the following terms were necessarily defined as follow:

## 1. Effect

According to Manser (2000, p. 138) Effect is change that somebody or something causes in somebody or something else. In this research, effect is an ability that can change caused by something. Writer wants to know the effect of using text with picture as media strategy to improve reading ability of the students.

## 2. Text with picture

According to Wright (1989, p. 136), the use of pictures may be a good beginning point to help the students to develop their reading skills. Pictures represent the non-verbal sources of the information which helps students to predict what the text might be about. The capability to predict helps the students to recognize meaning more quickly than if they have to sort it out solely from what they hear or read. The text with picture can need visual images to help them read and understand texts. So, the picture of good will from greatly affect students in learning foreign languages, so the teacher must choose the

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picture that really fit and proper, so that the children more quickly and easily to capture the foreign language learning materials.

Visual information can support reading and help make meaning of text. Focus on how to use image to build skills. A pictures is a tool that teacher emerging readers to use picture as clause to understand the meaning of a story and guess at unfamiliar words. The picture and text can make the students easy to understand what the text means about, and make student more understand to connect information, evaluate even, ideas, determine and remember the most important point in the reading.

### 3. Reading Comprehension

According to Anderson, Hiebert, Scott, et. al. demonstrated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency, and also be able to combine units of meaning into a coherent message (cited in Klingner, 2007, p.2). In this research context reading comprehension means the students' ability in comprehend of narrative text particularly in word meaning, topic of the text, specific information, characteristic from character and event of the story.

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There are many definitions of reading stated by linguistics and experts.

Amelia and John Merritt reading is a tangible manifestation of talking, learning, and thinking. According to Jain (2008:20) reading is a complex skill involving a number of simultaneous operations. It is in line with what experts say about reading. According to Alan Cunningsworth (1995: p.73) reading is the one activity that can be done easily and without any equipment by students. Outside the classroom. According to Jeremy Harmer (2007: p.99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

#### 4. Narrative Text

According to M.Syafii (2014) a narrative text is a text telling the readers about the true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event. Gerot and Wignell (1994) mention the function of the narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways.

According to Pardiyono (2007:9), narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader. According to

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Anderson and Anderson (2003: p.8), Narrative is a piece of text which tells a story and entertains or informs.

According to Wallace (1992: p.30), narrative is a type of text to retell activity or past event for narrating problems and resolution to amuse or entertain and often intended to give morality to the reader. It usually has a number of events that take place and a problem that needs to be solved by the characters.

**E. Reason for Choosing the Title**

The reason why researcher is interested in carrying out this research are:

1. The researcher is very interested in carrying out this research in order to know the effect of Using Text with Picture Strategy on Students' Reading comprehension at Junior High School 3 Kuok.
2. This research is very important to be discussed and it will be valuable contributions for the researcher particularly and for the English teachers generally to be recognized and applied to the students in teaching reading.
3. This research is relevant to her status as an English student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.