

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about the background of the research, research question and hypotheses, objective of the research, limitation of the problem, benefits, definition of key terms and organization of the paper.

A. Background of the Research

English is widely used for many people around the world to communicate with each other. English has a big contribution in accomodating many people to enrich their knowledge and skills in various fields, such as education, tourism, religion, technology, and global economy. In Indonesia English is used as a foreign language. English is taught as a compulsory subject in junior high school which becomes one of the subjects that stated in the national examination, while English is taught in elementary school as a local content (Hidayati, n.d).

Meanwhile, learning English could not be separated from learning its four basic skills, those are reading, listening, speaking and writing. Reading as one of the four basic skills, is regarded crucial for Indonesian students because it is aimed to develop student's communicative competence in reading and speaking to achieve the functional level (*Departemen Pendidikan Nasional, 2006*). As Murcia (2001) believes that reading is recognized as an important source of language input especially for English as foreign language students which there is just a little chance to meet fluent speakers. They are the speakers who can provide another kind of language inputs. In addition Nunan (1991) adds that reading is a

process of decoding written symbols, working from smaller units to large one. It means that reading is a process to understand a text in ESL, as well as in EFL.

In reading, English learners in their school often learn some kinds of English texts namely narrative, recount, report, and procedure. Sometimes procedure text as one of the texts could be found by students outside the classroom. They can find procedure text when using a new gadget, sign up to a social media, and even when making a cup of coffee. As Mark and Cathy (2003) define that procedure text is a piece of text type to explain how something can be done. Derewianka (2004) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the two statements above, the writer infers that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps. Realizing the importance of procedure text, Indonesia government states the teaching of procedure text is taught in some school levels such as junior high school (*Departemen Pendidikan Nasional, 2006*).

Some of the junior high school students, however, have not reached the functional level well. They still have difficulties in the reading lesson. When the English teacher asked them to read a procedure text, only few of them understood it. The result of their assignment of procedure text is not satisfactory. Some of them still have difficulties in knowing idea of a process sequence. Use the medium or another strategy in teaching reading may be an alternative to make student more understand the procedure text.

Picture may help students to understand the sequence of processes described in the text. By analyzing a proper picture, students use their prior knowledge and prediction skills as they are guided on their “picture walk” and go through the page by page using the illustrations to help them understand the main idea and determine what the materials. In addition Henry (2013: 54) defines that picture walk is a tool that teaches emerging readers to use pictures as clues to understand the meaning of a story and guess at unfamiliar words. It means picture walk becomes a media that attract the student’s attention and help them to increase their motivation in comprehending the procedure text.

Based on the explanation above, the writer would like to find out how to improve teaching reading of procedure text by using picture walk strategy.

B. Research Question and Hypotheses

1. Research Question

Research question defined as “question in quantitative or qualitative research that narrow the purpose statement to specific question that researchers seek to answer (Kaswan & Supriajadi, 2017: 9).

Based on the background of the research, the research question can be formulated as follow: Can Picture Walk Strategy Improve Reading of Procedure Text to the Ninth Grade Students of MTs Al- Ikhwan Cihea Cianjur?

2. Hypothesis

“Hypothesis is a tentative statement of the relationship between two or more variables. Its validity remains to be tested and becomes the basic for further

investigation” (Tavakoli, 2012: 265). In the meantime, the hypothesis for this research:

Null Hypothesis:

“The picture walk strategy does not improve the students reading of procedure text “

Alternative Hypothesis:

“The picture walk strategy can improve the students reading of procedure text “

C. Objective of the Research

Based on the problem stated above, this research is basically conducted to find out whether or not reading comprehension of the ninth grade students of MTs Al-Ikhwan Cihea Cianjur can be improved through picture walk strategy.

D. Limitations of the Problem

To avoid misunderstanding in comprehending the study, the writer limits his study. This study commonly focuses on the improving teaching reading of procedure text using picture walk strategy to the ninth grade students of Mts Al-Ikhwan Cihea Cianjur.

E. Benefits

This study is expected to give some benefit not only for the writer himself, but also for three groups of people such English teacher, students, and other researchers. The writer hopes that the result of this study can enrich teacher’s way in teaching reading of procedure text.

1. Methodologically, the benefit of this research can give inspiration to the teacher in order to can use the picture walk strategy which is appropriate in teaching reading process.
2. Theoretically, the benefit of this research can be a reference especially in teaching reading use picture walk strategy.
3. Practically, the benefits of this research are, firstly the finding of the research can be used by the teacher in selecting the strategy to improve the students in teaching learning process. Secondly, the finding of this research can improve knowledge and to be an experience for the writer, so the writer will be better in the next teaching. Thirdly, the finding of this research can help the students to improve reading ability.

F. Definition of Key Terms

To provide a clear insight about what this study is concerned with some key terms are defined as follows:

1. Teaching

Teaching is very important in educational system. It plays important role in learning process. According to Brown (2000), teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understanding.

2. Reading

Reading is a mean of language acquisition which is used for communication, sharing information and ideas. According to Nunan (1991), reading is a

process of decoding written symbol and working for smaller units (individual letters) to large one (word, clause, sentences).

3. Procedure text

Mark and Cathy (2003) define that procedure text is a piece of text type to explain how something can be done.

4. Picture Walk Strategy

Picture Walk is one of the strategy that can improve the student's comprehension. According to Henry (2013:54), picture walk is another strategy for teaching students how to make prediction before reading story flip through the book or picture, use the illustration on each page "walk" through the pictures, but do not read the words yet. The students have to state what they see on each page in order to make predictions about what might happen in the story. As with the cover picture predictions, help students see that they should use what they see on the page as a basic for their predictions.

G. Organization of the Research Paper

This study consists of five chapters. Each chapter discusses:

Chapter 1 tells about introduction. It explains the relationship related to the paper. It contains of background of the research, research question and hypothesis, objective of the research, limitation of the research, the benefit, definition of key term, and organization of the research.

Chapter 2 reveals of the theoretical review. This chapter explains the definition of teaching and teaching materials. The definition of reading, reading process, purposes of reading, kinds of reading, reading comprehension, pre-reading strategy, and principles of teaching reading. The chapter also discusses about procedure text which consists of definition of procedure text, language features of procedure text, constructing procedure text, and examples of procedure text. The chapter also discusses about definition of picture walk, the procedures of picture walk, advantage of picture walk strategy, and the application of teaching reading procedure text through picture walk.

Chapter 3 explains about research methodology. In this chapter, it explains the research design, research method, population and sample, instrument, data collection technique and analysis.

Chapter 4 talks about teaching implementation and data analysis. In this chapter, it explains about data analysis the result of research.

Chapter 5 explains about the conclusion and suggestions of this research.