

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Reading is important in human life. Through reading we can develop our knowledge, we know more about our surroundings, and the development of human race in all parts of the world. Many of us spend our leisure time on reading for of entertainment, like reading novels, newspaper, and magazines. These kind of reading are valuable, for they invite the reader to judge what is going on in their surroundings.

The expected goal of teaching of reading comprehension to Junior High School students in Indonesia is to make the students to be able to comprehend written English well. Based on the writer's experience during PPL at SMP Kepanjen I Surabaya she observed that the students cannot understand the reading passages well. She assumed that the way the teacher presented the material was uninteresting. It was so monotonous that the students became bored and felt that reading in English was difficult.

The writer, as a teacher trainee, would like to overcome the students' problem in understanding. In this case the writer suggests the possible way out, that is using pictures in pre-reading activities. It is necessary to say that picture<sup>1</sup> is one of non-verbal information that can be of a specific help for learning reading comprehension.<sup>1)</sup>

The reasons why picture is considered as non-verbal information that can be of specific help in learning reading comprehension are :

1. The message of relevant picture can be more easily caught than the message of the written English.
2. Interesting pictures can arouse students' interest in learning reading reading comprehension.
3. Appropriate picture can give a such motivation to students in learning reading comprehension.

## 1.2 Statement of the Problem

A question arouses concerning the background stated above. Can pre-reading activitiy using pictures really help Junior High School students comprehend the reading passage well ?

---

<sup>1</sup>Christine Nutall, Teaching Reading Skills in a Foreign Language, London, The Chaucer Press, 1983, page.52.

### 1.3 The Objective of the study

The objective of this study is intended to see whether the use pictures in pre-reading activity can help to improve the students comprehension on reading passage.

### 1.4 Hypothesis

There are two kinds of hypothesis put forward in this thesis; they are null hypothesis and alternative hypothesis.

#### a. Null hypothesis :

- Pre-reading activity using pictures cannot help to improve the students' comprehension on reading passages.

#### b. Alternative hypothesis :

- Pre-reading activity using pictures can help to improve the students' comprehension on reading passages.

### 1.5 The significance of the study

Since picture is one of the non-verbal information that can be of specific help in learning reading comprehension, it is necessary for Junior High School students to try to grasp the meaning of a reading passage using picture. In this case, pictures can make reading passages easier to be

understood. However, preparation must be done in teaching reading comprehension using pictures. So teachers should be encouraged to have better preparations to apply pictures in their teaching learning activities. In other words, teacher should be aware of using pictures in teaching reading comprehension.

#### 1.6 Limitation of the study

In this thesis the writer discusses the use of media as non verbal information in teaching reading comprehension to Junior High School students. There are several kinds of media as non verbal information, such as illustrations, diagrams graphs, maps and the pictures. The writer, in this study, chooses pictures as adjunct aids only in pre-reading activity, not in the whole process of teaching reading.

#### 1.7 Definitions of Terms

##### - Teaching

Teaching has come to mean more than to show how to do; to make understand; to give instructions to ...; it means that understanding and guiding the children as individuals and as groups. It means that providing of learning experiences that will enable each learner to grow

continuously and sequentially toward his own adult role in society.<sup>2)</sup>

- Reading Comprehension

"Reading" according to William S. Gray, "is not only recognizing the essential facts of ideas presented, but also reflects on their significance, evaluates them critically, discovers relationships between them, and clarifies the understanding of the ideas apprehended."<sup>3)</sup>

Gibson and Lenvin describe comprehension as the following, " we comprehend the meaning of a passage of discourse when we apprehend the intention of the writer and succeed in relating his message to the larger context of our own system of knowledge."<sup>4)</sup>

---

<sup>2</sup>Ny. Ine Murweni Regina Oesman Syaifoedin, Nrp.42761, The Teaching of Structure at the third grade of SD Laboratorium IKIP Malang.

<sup>3</sup>Mary M. Dupues and Eunice N. Askov, Contents Areas Reading: An Individualized Approach, N.J., Englewood cliffs : Prentice-Hall Inc., 1982, page 20.

<sup>4</sup>Thomas G. Devine, Teaching Study Skills, Massachusetts, Allyn and Bacon Inc., 1981, page 222.

- Picture

Picture is a visual representation of persons, places, or things.<sup>5)</sup>

- Pre-reading activity

Pre-reading activity is a activity which is done before the reading text given. For example, before giving the reading text, the teacher shows pictures to students. So, they can grasp what the text given is about.

-----  
<sup>5</sup>Vernon S. Gerlach/Donald P. Elly, Teaching & Media a Systematic Approach. Prentice-Hall Inc., Englewood Cliffs, New Jersey, page 273.