

CHAPTER I

INTRODUCTION

1.1 Background

There are four language skills in English that we need to know to understand the language better. Those aforementioned skills are listening, speaking, reading, and writing. Every single one of them is very crucial for an individual to have in order to function normally in society that used English as the first language.

This research will be solely focused on reading and how to properly understand what we read. It will be focused on reading comprehension. According to Schellings (2006), reading is the construction of the meaning of texts. It is an active and strategic process, in which the reader's skill and knowledge interact with the characteristics of the text such as genre, the wording and structure of the text. According to Sheeba (2018), reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading improves language acquisition, communication, as well as the exchange of knowledge and ideas.

Based on the two definitions above, reading can be defined as an act of deciphering symbols in order to construct the meaning of texts. It means that, when we are reading a text, our brain will deconstruct words or symbols that kept information in the text before deciphering its meaning. The more time we spent reading, the more time our brain will do all the aforementioned cognitive process in order to decipher the meaning of the text that we read, it will also influence the way our "cognitive" doing things, and makes it better at reading comprehension.

According to Zeegen (2009), Illustration is frequently referred as graphic art. It falls between art and graphic design. In acknowledgement of the reality that many illustration is done for a client to meet a goal or brief, commercial art is another phrase commonly used to define the field. This word refers to illustration that focuses less on self-expression and more on providing a service, although to view the discipline in just this approach is to barely scrape the surface.

Illustration pictures are the visual imagery most frequently used to interpret, illustrate, explain, and/or enhance the words in textbooks, newspapers, and online publications. Illustrations go much beyond that, though, and include the drawings that make internet sites and applications more user-friendly (such as emojis), the exterior design on your disposable coffee cup, the mascot on your favorite old home's milk carton, and the wallpaper. And these are but a few of illustration's applications.

To put it simply, illustration is a picture that an artist makes. It is a picture that shows how something appears to work. It could be a drawing, mural, montage, engraving, picture, and so on. The illustration is not required to be drawn. A picture inside an article also counts as an illustration because it shows what is written. From the definition of illustration above, it can be concluded that illustration pictures is picture that artist make that shows how something truly works or truly performs, it is usually used on novels, books, article, and many more.

According to Virtual College (2022), there are several conditions that need to be fulfilled to create an ideal positive learning environment for students ; established routine, minimized distractions, rewarded progress, vary learning approaches, and set targets.

During the first visit that took place in February 7th 2023, the researcher found out that in the eighth grade of SMP Negeri 2 Kragan, there is a gap between the ideal and actual condition of the learning process. In reading, the students have a little bit of difficulty understanding the text material. The test scores of the students are wildly varied, with most of them below the Minimum Completion Criteria (KKM) score of 75. During the learning process, the students are easily distracted from the learning, they are also having difficulty adapting from an e-learning classroom to a regular classroom environment. Most of the students also rarely have family members that may engage them in using English outside of the school environment.

During the preliminary research, interview has taken place between the researcher and the teacher on March 10th 2023. From the interview, the researcher gains several information such as the number of students in Class VIII B (which is 32 students with 18 male and 14 female), the majority of students' parents' profession as fisherman due to the close proximity of the sea, and the fact that most of the said family are incapable to fully support the students' English skills in their home.

In order to bridge the gap between ideal and actual conditions that the students of the Class VIII B encounter, the researcher conducts research with the title "Improving Students' Reading Through the Use of Illustration Pictures" to improve the students' reading comprehension. Hopefully, the test scores of reading comprehension of the students will be improved and the students will be able to adapt to the regular classroom environment.

The grand theory implemented in this research is Dual Coding Theory (DCT) by Clark and Paivio (1991). Words and pictures have distinct cognitive representations; consequently, the human brain employs distinct networks for various kinds of information, namely the verbal system and the imagery system. The verbal system is primarily concerned with linguistic codes, such as words, speech, and language; the imagery system, on the other hand, mainly involves with visual codes, such as images, photographs, and material objects. The principles of this theory is to enhance the recall/recognition of the mind by presenting the students with visual and verbal form.

The Dual Coding theory determined three kinds of processing: (1) representational processing, which is the immediate stimulation of verbal or non-verbal representations, (2) referential processing, which involves the stimulation of the verbal system by the nonverbal system or vice versa, as well as (3) associative processing, the stimulation of representations in the same verbal or nonverbal system. A specific assignment might necessitate a single or multiple of the three processing types.

This is a Collaborative Classroom Action Research that involve the teacher that acts as the implementator and the researcher that acts as a collaborator, conceptor, and observer. The research implements Kemmis and McTaggart research model (1986), it also consists of 2 cycles with each of them consists of 4 meetings. Three research instruments (Test, Observation, Interview) is used to collect data and also formed methodological triangulation.

The material of the research is based on the second semester syllabus of K-13 2018th revision curriculum. This lesson plans of the research will be focused on Recount Text during the cycle 1 and Short Notice Functional Text during the cycle 2. There will be a break between the cycle 1 and the cycle 2 treatment due to the Eid Mubarak holidays.

1.2 Research Questions

1. How is the reading learning process using illustration pictures at Class VIII B of SMP Negeri 2 Kragan?
2. Does the use of illustration pictures improve students' reading comprehension at Class VIII B of SMP Negeri 2 Kragan?

1.3 Objective of the Research

1. To know the reading learning process using illustration pictures at Class VIII B of SMP Negeri 2 Kragan.
2. To find whether illustration pictures can improve students' reading comprehension at Class VIII B of SMP Negeri 2 Kragan.

1.4 Benefits of the Research

This research may give benefits to :

1) The Researcher

- a) This research provides the researcher with a greater grasp of how to improve students' reading comprehension through the use of picture illustration, as well as valuable expertise in this area.
- b) This research allows the researcher to evaluate the correlation between the material text and pictures in the field of reading.

2) The Students

- a) Students get experience through the use of pictures in reading classes. Additionally, this technique increases the students' drive and, with any luck, enhances their reading comprehension skills.
- b) Students' reading comprehension, vocabulary, reading abilities, and conceptual understanding can all be enhanced through the use of illustration pictures.
- c) Students could increase their reading comprehension through the use of illustration pictures.
- d) This research could increase their visual analysis ability and observation.

3) The Teacher

- a) It aids the teacher in establishing an appropriate method for teaching reading.
- b) Using illustration pictures, teachers may demonstrate how successful teaching and learning of English can become.
- c) The teacher can use illustration pictures in reading lessons in order to keep students engaged and prevent boredom throughout the teaching and learning process
- d) It can be utilized to established a routine that helps the teacher to make the students more focused on the classroom activity.

4) The School

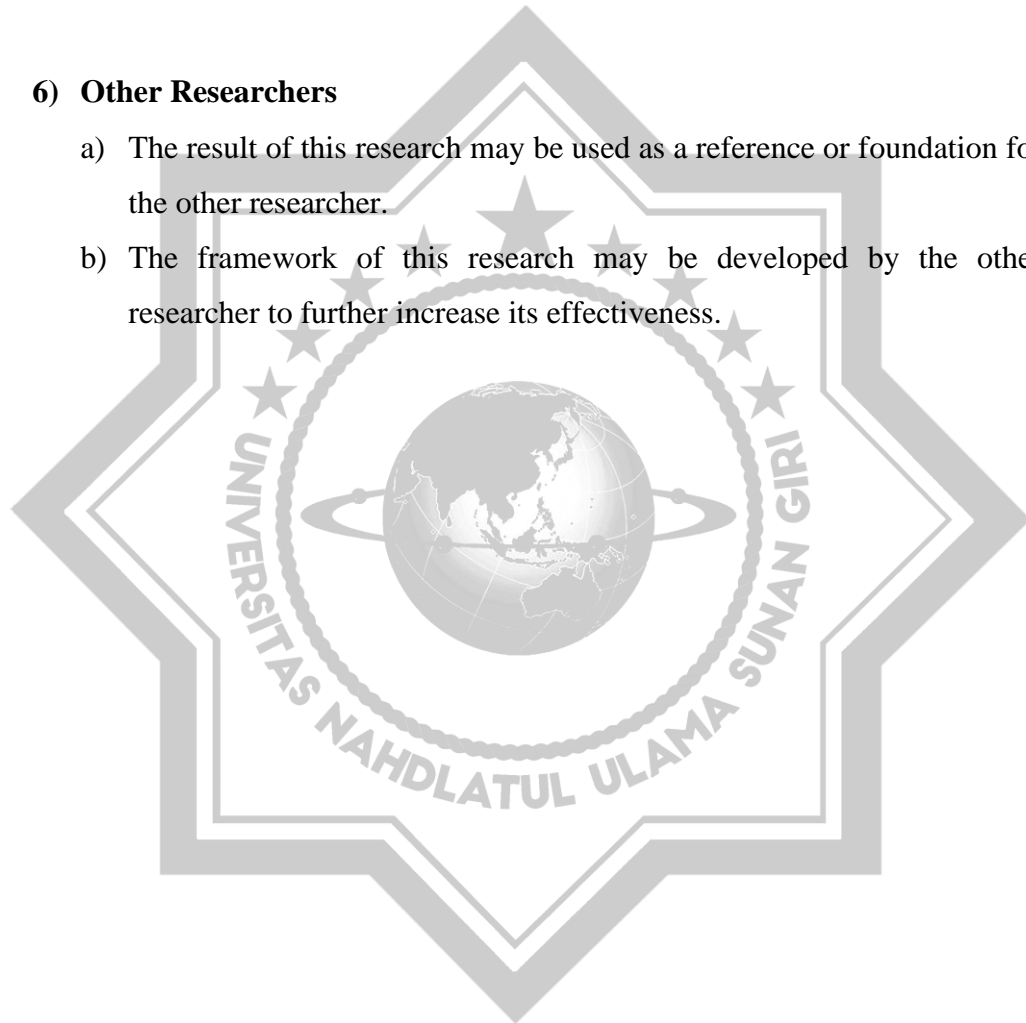
- a) The result of the research may be used as consideration to improve the quality of the English learning for eight grade students.

5) The University

- a) For Teachers Training and Education Faculty, it is anticipated that the outcome of this study will serve as a medium and contribute to the research of one of the language skills in teaching English.

6) Other Researchers

- a) The result of this research may be used as a reference or foundation for the other researcher.
- b) The framework of this research may be developed by the other researcher to further increase its effectiveness.



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