

I. INTRODUCTION

This chapter gives a brief description of the beginning of the whole content of the research. Including the background, formulation of the problems, the objectives, the uses, scope, and definitions of related terms.

1.1 Background

English is one of widely spoken language in the whole world, that is the reason today English becomes an international language. As the international language English takes important part in every sector in the world, economics, social, politics, education, business, etc. Because English is very needed in every single thing in our part of life. It is necessary for our goverment to decide to make English as one of subject in the school.

English should be mastered by the student from junior high school level, but many of them get difficulties when they try to reach the knowledge from a book, internet, article and soon. One of the ways that should be done by the student to get the knowledge is reading. As defined by Simanjuntak (1988:15), reading is an active process of interacting with print and monitoring comprehension to establish the meaning. It means that the readers should be in active process to interact,

monitor, and comprehend the text in order the readers can establish the meaning of the text and they can find the explicit and implicit information stated there.

Smith (1982:15) cites that comprehension in reading as a matter of “making sense” of text, of relating written language to what the reader know already and to the reader want to know. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader’s knowledge about the information from the text, in language class reading also can consolidate and extend the reader’s knowledge and skill in language. It is supported by Suparman (2005:1), there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). Therefore, reading a foreign language needs reading comprehension.

Considering those statements above, the researcher notices that when the readers are reading a text, comprehension becomes the most important thing in reading activity. Comprehension will make the reader be able to determine the essence of the sentence or text and receive the main purpose of reading process. It is necessary for the readers because by comprehension the readers can get the aim of reading text, beside that, by comprehending the text the students will find the gist of the text such as an important message or information from the text, as defined by Djuharie (2008) reading comprehension is understanding of written text meaning to get the information which is needed from the text as efficiently as possible.

In reality, although the students have learnt English subject from elementary, they still have a big problem in comprehending the English text when they are in senior high school. The students are lazy to read a text because they think that it will take a long time and of course they will find many difficult words.

The other reason is caused by the student's incapability to understand what the writer's intend of the text. The students get big difficulties when they have to find the message of the text. It was proved by the researcher when she practised teaching at SMA PIRI Jatiagung from July 9th until September 21st 2012.

However, the English teacher admitted the student using dictionary to look for the difficult word and they were allowed to work in pairs with their friends so they could get the point of the text and it is also proved with the experiences of the researcher as a private teacher for senior high school students. Not only because of lack of vocabulary, but also the students got confusion to identify the specific information of the text.

When the students find the difficulties in reading, the teacher should be able to solve this problems. According to the researcher, one way that is teaching the student by using media. As stated by Smaldino and Russel (2005), media for learning can help to provide a learning atmosphere in which students actively participate. In other words, media can be used to improve the students' point of view in reading ability. It is important since the effectiveness of learning happens when students are actively engaged in meaningful tasks, interacting with the content.

The researcher used the serial of pictures as the media in this research, it was caused from the findings of some researches from Purna (2010) found that the use of pictures as the teaching media can improve learners' speaking skill, while Amaliah (2009) found that the use of picture can promote learners' writing skill. From those reearches, the researcher investigated whether there is a significant difference of students' narrative text reading comprehension ability between before and after being taught using serial pictures and whether it can increase the students' reading comprehension ability after being taught through serial pictures.

Narrative text is a text which tells a story or an account of a sequence of events, usually in chronological events. The purpose of this text is to entertain the reader about the story. Although the purpose is to entertain the reader, but it is still the readers who get nothing after reading the text since they get difficulties to understand the text. Using serial pictures can make the learners are easier to understand the text because picture will stimulate students' mind to think and it can help them to imagine the event of a story and it will make the students easier to grasp the main of story. As stated by Harmer (2001) it is because picture is an appealing media that have the power to enggage students. Picture will help the student to imagine what happen in the text by connecting the words which they know with the picture.

From those cases, the researcher used serial pictures to increase students' reading comprehension ability in narrative text and the researcher observed the first grade of SMA Negeri 8 Bandar Lampung. The researcher chose narrative text because

narrative text always takes part in every students' final examination, so it is very important to be identified.

Based on the experience above, the researcher found the problems of the tenth grade students at SMA in their reading comprehension ability. The problems are the lack of vocabulary, uninteresting media, the difficulties in comprehending written text, and uninteresting material.

Firstly, vocabulary becomes an important part in reading, vocabulary is the foundation in learning English. When a student wants to read a text, if he or she knows nothing about English vocabulary, it becomes a wasting activity. It does not mean that to learn English we have to know all of vocabularies in English, but at least as the student should be diligent to increase English vocabulary and master it. The lack of vocabulary can be caused by the students' low motivation to mastering it.

Secondly, media take a big part in reading activity, most of students feel boring when they have to read a long text moreover they find difficult words in that text, it will make the students get confused. It can be one of the problems that can effect the students' reading ability. The students can not improve their knowledge by reading because of uninteresting media.

Thirdly, the difficulties in comprehending written text become one of problem in comprehending a text, as stated by Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbols

that represent language and the readers' language skill, cognitive skills, and the knowledge of the world. To comprehend a text the students should understand the text tells about, while they are reading the students also have to find the gist of the text. It will be a big problem if they are not accustomed reading a text or they can not find the essence of that text, it should be improved by a good technique in teaching learning activity or improve the media in order to help the student to increase their reading comprehension.

The last. the material given by the teacher did not attract students' interest in reading activity in the class. It made the students feel bored so they are not enthusiastic in following the lesson.

Considering the problems above, the researcher in this case tried to find out whether there is a significant difference of students' reading comprehension ability in narrative text before and after being taught through serial pictures and to see if there is a increase of students' reading comprehension ability in narrative text after being taught through serial pictures.

1.2 Research Problems

Based on the background of research above, this research was aimed to answer the following research question;

1. Is there any significant difference of students' reading comprehension ability in narrative text between before and after being taught through serial pictures?
2. Is there any increase of students' reading comprehension ability in narrative text after being taught through serial pictures?

1.3 Objectives

Based on those research problems, the objective of this research are:

1. To find out whether there is a significant difference of students' reading comprehension ability in narrative text between before and after being taught through serial pictures.
2. To find if there is an increase of students' reading comprehension ability in narrative text after being taught through serial pictures.

1.4 Uses

- a. Theoretically, the result of this research is expected to support previous theories on teaching English specially for reading ability and as a reference for the further research.
- b. Practically, this result can give information and can be used as a consideration for English teacher to increase students' narrative text reading comprehension ability.

1.5 Scope

This research was conducted at SMA Negeri 8 Bandar Lampung and the subjects were the first year students. The researcher chose the first level of SMA Negeri 8 Bandar Lampung because the first grade of senior high school have learnt about narrative text, but still in the beginning level, and it would help them to face a difficulties in reading. The researcher chose two from six classes there, one as experimental class and one as try out class. Each class consists it is about thirty six

students. In this research, the researcher focused on the using of serial pictures in teaching narrative text reading comprehension. And the material were based on the senior high school curriculum.

1.6 Definition of Term

To avoid misunderstanding the researcher classified some key terms as follow:

- a. Reading as the meaningful interpretation of printed or written verbal symbol (Nuttal, 1982).
- b. Reading comprehension is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Simanjuntak, 1988:15).
- c. Pictures means a visual representation of someone or something (Harmer, 2007).
- d. Narrative text is essentially mode of verbal presentation and involves the linguistic recounting or telling of events Potter, 2008:13).