**CHAPTER I**

**INTRODUCTION**

1. **Background of The Study**

Every country in the world has different language, for uniting all the country in the world there are international language. One of that is English. English is the most important language, it is used for access an information, getting education and communication. In educational field, English is the first foreign language which studied by students. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As foreign language, it makes English difficult in learning.

Study language is studying the skill. There are four skills should be mastered by students. Those are listening, speaking, reading and writing. Reading is one skill from language skill the leaner must have .reading is a very important skill in learning English as foreign language and reading comprehension is claimed to be main propose of foreign language teaching. Most of us think that reading as simple, passive process that involves reading word in a liner fashion and internalizing their meaning one at the time. But reading is very complex process that requires a great deal of active participation on the part of the reader. Every people spend almost half their time in reading, such as reading newspaper, novel and so on.

Reading comprehension in the text can be fun activity when we know strategy or technique in reading. According to Judi Willis to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories.[[1]](#footnote-1)

Correspondingly, reading is very important to the process of learning and education. Because by reading, the student can develop an extensive understanding of each subject. Based on improving knowledge, the students can be better and able to think creatively about their subject.

Reading comprehension is not just knowing what each letter of the alphabets stand for, but also involving the power of understanding fully. It mean that secondary school student must be able to produce understanding from the text after finishing reading comprehension.

The English teacher in Ma Manbaussalam, teaching reading comprehension using fables because the construction of fables are simple and the animal characters another it fables have beneficial that student can get, in one side students more interesting and easy to understanding the text on the other side they get moral lesson but the student still have problem to understanding it. Such as: students still have difficulities in analyzing the text content, students have difficulities in understanding the meaning of sentences and meaning of word. Based on this problem, the students’ reading comprehension was still low. It can be seen from the average score of the students’ score. The standard score for reading comprehension at this school is 57, It means the students score has not reach KKM.

There is way to understanding text reading on fables, for example though picture. Picture is one of visual ways in forming the power ones dimension of feeling, it help discriminate appearance and picture is all things which consist of two dimension such as expression of feeling and opinion.

Based on the reasons above, the researcher take the title: **Improving Students’ Reading Comprehension on Fables Through Pictures**(Classroom Action Research at second grade of MA Manbaussalam Carenang).it is to measure the student ability in student reading skill and not only that , it have the purpose to find a new knowledge in English teaching, the researcher hopes the student able to improve their English skill.

1. **The Identification of Research**

In this study, the researcher would like to implement media pictures on fables in reading comprehension at second grade of MA Manbaussalam. The researcher focuses on extensive reading comprehension on fables using pictures. In addition, he applies his study in a classroom action research.

1. **The Limitation of Research**

The scope of the research limited to the student’s ability in improving their reading comprehension on fables through pictures, in this case the researcher to order the students can know and understand topic of the read. The students is given the paper of fables story and the students reads and give conclusion of fables story that students reads.

1. **The Statements of Researc**h

Some problem that mentioned above, the researcher will formulate in the specific question as follows:

1. How the process of teaching reading comprehension on fables though pictures at second grade of MA Manbaussalam?
2. How is improvement of students’ reading comprehension at second grade of MA Manbaussalam?
3. **The Objective of Research**

Based on the research statement of problem above, the researcher has several objectives of the research as following:

1. To find out implementation of teaching reading comprehension on fables though pictures at second grade of MA Manbaussalam.
2. To find out improvement of students’ reading comprehension at second grade of MA Manbaussalam.
3. **Significances of The Research**
4. For the teacher

Teacher getting the new method for teaching and learning English reading comprehension and also improving creativity’s teacher in English learning process.

1. For the student

The result of study can show to the students about the skill they have done in read fables story, so by this learning method they can know their skill and fault. And they can dissolve and understand of pattern of word arrangement they read. It can improve their reading skill especially in read fables story.

1. For the researcher
2. The researcher hopes this research will be benefit for the researcher, students, and school environment.
3. The researcher got many knowledge about the average of students’ ability in mastering English.
4. This method can give a new method for the teacher so that that the class and it can be used as reference technique for the future
5. For the school

This study can be used to overcome the problem of teaching reading. Fables method can be considered to be an effective method to teach reading and it will enrich teaching method in this school.

1. **Previous Study**

In conducting this research, the researcher has read the following previous researcher as follows:

1. Rini Apriliani, 2012, **IMPROVING STUDENTS’ NARRATIVE SKILL THROUGH THE MEDIA COMIC STRIPS** (A Classroom Action Research at class VIII-H of SLTPN 7 Serang), (undergraduate Research paper, English Education Department, Faculty of Education and teacher training, the State Islamic for Studies, “Sultan Maulana Hasanuddin” Banten). Advisers: Dr. Naf’an Tarihoran, M. Hum and Mufti Ali, P.hD.

The research is intended to get information how the media comic strips can improve students’ narrative writing skill. It employs classroom action research design. The population of this research is the students of SLTPN 7 Kota Serang and the researcher took as much as 39 students as the sample. The researcher conducted this research from march 3 up to may 3, 2012 in class VIII-H. Students’ writing skill at the 2nd grade of this school is low. It can be seen from the students’ score during learning process. The average of students’ score shows that it is under the minimal criterion wanted (55,64) in which the school has determined the minimal criterion (KKM-in Bahasa Indonesia) as much as 60.

The media comic strips can be applied in teaching writing skill especially in teaching narrative text. The students can use the media comic strips to improve their narrative text. The researcher then concluded that the students are very enthusiastic to have a subject matter dealing with narrative and the media comic strips. The average of students score is 74,87. It means that the target of minimal criterion has been achieved. The researcher then has initiative to do cycle 2 to know whether the students’ score can improve or no. In the second cycle the present writer concluded that in cycle 2 the average of students’ score is 79,23. If it is compared to the previous cycle, it has a good improvement from 74,87 (cycle 1) to 79,23 (cycle 2).[[2]](#footnote-2)

1. Laila Fitri Handayani, 2009, **THE INFLUENCE OF USING SERIAL PICTURES TOWARD STUDENTS’ NARRATIVE WRITING ACHIEVEMENT** (Undergraduate Research paper, Department of English, Faculty of Education and Letters the state Institute for Islamic studies, “Sultan Maulana Hasanuddin” Banten). Advisor: Prof. Dr. H. Ilzamuddin Ma’mur, MA and Dra. Hj. Fitri Hilmiyati, M. Ed.

This research investigates the influence of using serial pictures in writing lesson, specifically it is written in the title of this research paper, which is “The influence of using serial Pictures toward Students’ Narrative Writing Achievement at Second Grade of MA Al-Islah Cikeusal”. The writer collects data from 60 students spread into two classes, one class as the experimental class and another one as the control class, by applying experimental research method. The population is the second grade of MA Al-islah Cikeusal year 2008/2009, while class XI IPA 1 as the experimental class and XI IPA 2 as the control class are taken as the samples. Since the writer uses serial pictures, the data is gathered through pre- test and post- test. The result of the research shows that the hypothesis, which states Ho is rejected. It means that there is significant difference effect between class using serial pictures and class without using serial pictures. The difference is the score of student that learn writing by using serial pictures is better than the score of student that learn without using serial pictures.[[3]](#footnote-3)

1. Maryam, 2010, **USING VARIOUS PICTURES IN TEACHING READING EXPLANATIONTEXT** (Experimental Research at the eleventh grade Senior High School of Yayasan Pendidikan Al-Hidayah Cilegon).

The research investigates the using various pictures in reading explanation text. The research conducted based on the main problem: how is the students’ understanding on explanation text? How is the effectiveness various pictures in teaching explanation text? The research aimed at: to know the students’ understanding on explanation text. To know effectiveness of using various pictures in teaching reading explanation text.

To answer the question, the research collected data from 37 student, by dividing them into two groups, one group as the experimental class as much as 16 students, meanwhile and the other one as control class as much as 21 students. The population is the eleventh grade of senior high school at Yayasan Al-Hidayah Cilegon. The method of the research is quasi experimental. The instrument used test there are pre-test and post-test.

Based on analysis, the alternative hypothesis is accepted consequently, there is significant effect of various pictures in teaching reading explanation text as must as receive Ha to> tt. With level significance 1% = 2,72 and with level significance 5% = 2,03 so tobservation = 5,22> ttable = 2,03 or tobservation = 5,22> ttable = 2,72.[[4]](#footnote-4)

From the previous study above, this research is different the research by focusing the discussion on students’ senior high school by using pictures in teaching reading comprehension on fables. The writer thinks that teaching reading in senior high school need activity in order to encourage students to improving reading comprehension.

1. **Organization of The Research**

In order to write to good paper, it is necessary to arrange it systematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

1. Chapter I Introduction: it presents Background of The Study, The Identification of Research, The Limitation of Research, The Statement of Research, The Objective of Research, Significances of the research, Previous Study, Organization of the research.
2. Chapter II Theoretical of Review: This chapter presents Reading Comprehension, The definition of narrative, The definition of fable, The definition of pictures.
3. Chapter III Methodology of Research: This chapter covers The Method of Research, The Time and Place of Research, Instrument of The Research, Population and Sample, Technique of Data Collection, and The Technique of Data Analysis.
4. Chapter IV The Research Findings and Discussion: This chapter explains The Result of The Research, The Description of Data and The Interpretation of Data.
5. Chapter V Closing: This chapter consists of Conclusion and Suggestions.

1. Judi Willis, M.D, *Teaching the Brain to Read, Strategies for Improving Fluency, Vocabulary, and Comprehension*, (Alexandria, Virginia USA: **Association for Supervision and Curriculum Development,2008**), 128. [↑](#footnote-ref-1)
2. Rini Apriliani, *Improving Students’ Narrative Skill Through the Media Comic Strips*(A Classroom Action Research at class VIII-H of SLTPN 7 Serang) (Serang, 2012), i [↑](#footnote-ref-2)
3. Laila Fitri Handayani. *The Influence of Using Serial Pictures Toward Students’ Narrative Writing Achievement* (An Experimental Research at the second Grade of MA Al-Islah Cikeusal years 2008/2009) (Serang, 2009), i [↑](#footnote-ref-3)
4. Maryam, *Using Various Pictures In Teaching Reading Explanation Text*(An Experimental Research at the eleventh grade Senior High School of Yayasan Pendidikan Al-Hidayah Cilegon years 2009/2010) (Serang, 2010). i [↑](#footnote-ref-4)