CHAPTER I
INTRODUCTION

In this chapter the researcher discusses introduction. It consists of six sub chapters namely background of study, limitation of study, problems of study, objective of study, significance of study and research paper organization.

A. Background of study

English is an international language which is used by most of countries in worldwide. Many people in this world used English language to communicate each other and English can be used in the modern era to increase the fields such as science, medicine, technology, computer and many more. English is very important to use in the daily activity to improve our skills in many fields as well as we know (Tonkin, 2003).

There are four English language skills which should be learned by the students namely reading, speaking, writing, and reading. From all of those four skills, reading is one of language skills that should be learned by the students because most of activities in class involves reading. Reading is an activity that we used to know the information in the text, therefore, reading is very important to increase knowledge especially that we havenot known before and understand what information we read in the text (Tarigan, 1990).

In fact, the students generally feel bored and unmotivated in learning English, especially in reading skill. Because most of students have difficulties in understanding reading an English text. Therefore, appropriate teaching techniques should be chosen to motivate students to read and comprehend what they read. One of the teaching techniques which can be applied is Composite Pictures. Composite Pictures is a large single picture which shows a scene in which number of people can be seen doing several things. To know whether or not significant effect of using Composite Pictures toward reading comprehension achievement (Tarigan, 1990).
Based on the School Based Curriculum (KTSP, 2006), teaching reading at Senior High School has some purposes that are to find out the main idea of the text and to find out general and specific information of the text. It means that comprehending the text is required by the students to gain the meaning of the text. This research focused on finding the general information and finding the specific information of Analytical Exposition text. In this research, the students’ scores of reading comprehension test were indicated by the students’ reading comprehension achievement after having been given different instructions.

Usman (1995) explains that the learning can be more successful if it involves some kinds of media than without having one. It means that media are needed in teaching learning process to make the students more interested in the materials which will be taught by the teacher. The media used in teaching reading of the present study referred to visual aids. This visual aids can be in the form of video, charts, film, pictures and so on. One of the visual aids which can be used in teaching reading is picture.

According to Wright (1989), the use of pictures may be a good beginning point to help the students to develop their reading skills. Pictures represent the non-verbal sources of the information which helps the students to recognize meaning more quickly than if they have to sort it out solely from what they hear or read.

Learning to read is a continuing process. As has been stated previously in the students’ past experience, their language competence, and their background of knowledge determine their own reading ability. These factors are closely interrelated to the students’ prior capacity in reading, because reading is a continuing process. All of us often hear or read news about the lack of reading interests in society especially for students. In fact, this reading interest has close relationship with reading skill. The more a person does reading activity, the more he increases his reading skill. Related to the statement, the teachers need to see the reality that learning a language specially learning reading has been not effective yet. Students argue that learning reading is
boring. Therefore, teachers should be aware of this situation and they have to create a new solution of this problem (Burns, et al, 1984).

Enjoyment of reading should be considered of prime importance. The teachers should prove that reading is not a boring activity even though the materials deal with scientific topic. We should try to present them such a way that they could make the students enjoy the activity (Burn et al, 1984).

In this research, the kinds of picture which was used as the media in teaching reading comprehension was Composite Pictures. This study thought that the students could see many activities in the picture and it made them get information from the picture. The composite pictures can be taken from textbook, calendar, tourist poster, or from the internet. In this research, the composite pictures were taken from the internet (Wright, 1989).

Wright (1989) explains that a written text describes the content of the picture, with the picture illustrating the meaning of the new language. In this case, picture especially the composite picture can help the students comprehend the reading text, if there is a “new” language, it can be understood because the pictures illustrates the meaning. Beside, composite pictures have strengths and weaknesses.

According to Wright (1989), the strengths of composite pictures are:
1. Enable students to see places, people, and events that they would otherwise not see because of factors like distance, time and cost. (Yunus, 1981).
2. In one composite picture, we can explain more detail from the picture and we can get a lot of information.
3. Provide a clue to the meaning of details, either introducing it to the learners for the first time or reminding them of it.
4. Because of their size, composite pictures are one of the appropriate media for whole-class teaching rather than individualized learning or group work although there is tendency on the part of teachers to over-use such pictures in their effort to use the content to the maximum.

The weaknesses of composite pictures are:
A limited number of composite pictures are available commercially and very bored to apply in teaching method. It is difficult to create composite picture in large size because it is wasting time to use in learn.

Based on the phenomena above, the researcher will conduct a study entitle IMPLEMENTATION OF TEACHING READING BY USING COMPOSITE PICTURE TECHNIQUE FOR TENTH GRADE STUDENTS OF SMK BATIK 2 SURAKARTA 2018/2019 ACADEMIC YEAR.

B. Problem Statements

This study formulated the problem statements as follows:

1. How is the implementation of teaching reading using Composite Pictures technique for tenth grade students of SMK Batik 2 Surakarta?
2. How does the use of composite picture technique in teaching reading comprehension help improve the students’ performance in reading skill for tenth grade students of SMK Batik 2 Surakarta?

C. Objectives of the Study

Based on the problem statement, the objectives of the study are:

1. To describe the implementation of teaching reading using Composite Pictures technique for tenth grade students of SMK Batik 2 Surakarta.
2. To describe the use of composite picture technique in teaching reading comprehension help improve the students’ performance in reading skill for tenth grade students of SMK Batik 2 Surakarta.

D. Limitation of the Study

This study has been conducted at SMK Batik 2 Surakarta for students of the tenth grade. It focuses on the implementation of teaching English using Composite Picture. This research belongs to a descriptive qualitative research.
E. **Significance of the Study**

This study is expected giving some practical and theoretical study benefits.

a. It will give information for the teachers regarding alternatives teaching method in teaching reading.

b. It will add the body of knowledge in the field of TEFL (Teaching English as Foreign Language).

c. It can be used as a reference for other researchers who want to conduct research about teaching reading in the future.

d. It will give information for the students regarding alternatives learning method in teaching reading.

e. It will give information for the teachers and the students about what Composite Picture is and how to apply it in teaching reading.