CHAPTER I

INTRODUCTION

This chapter will discuss the introduction of this thesis, such as the background of the study, problems of study, research objectives, assumption, hypothesis, significance of the study, scope and limitation, and definition of key terms. It will be discussed as follow:

A. Background Of Study

Reading is one of the important things in education that students should always do, even for those who don't like this activity. Reading is not focused on obtaining information only, but as a means of obtaining knowledge of many things in life. According to Linse defines reading as "a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read.

Reading is much more than decoding of black marks upon a page: it is a quest for meaning and one which requires the reader to be an active partisipant. It is a prerequisite of successful teaching of reading that whenever techniques are taught or book chosen for children's use, meaning sholud always be in the foreground.[1]

Reading is also an integreted skill in English. Which in this case is also one of the main subjects of English lessons at various levels, both in junior high school, high

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[1] Susan brindley, *Teaching English*, (Canada: Routledge, 2005) page 78.

school and even college. In teaching reading, of course teachers need learning strategies so that students can understand the material quickly and easily.

Learning strategies are ways that a teacher will choose and use to deliver learning materials that aim to make it easier for learners to receive and understand the learning materials, which ultimately the learning objectives can be mastered at the end of the learning activity.

Dick and Carey also argue that learning strategies consist of all components of learning materials and procedures or stages of learning activities that are used by teachers in order to help learners achieve certain learning goals. They say learning strategies are not just limited to procedures or stages of learning activities only, but also includes the arrangement of materials or packages of learning programs that will be delivered to learners.[2]

In addition, learning that tends to be monotonous will cause boring classroom conditions and it is not uncommon for students to feel saturated, sleepy and even fall asleep in the classroom. Students will lose their concentration so they find it difficult to capture the material the teacher explaining. Therefore, teachers must be able to choose the right learning strategies in order to create more active and enjoyable classes. One example of a learning strategy that we can use in teaching reading, namely visualization strategies.

Visualization strategy is a strategy that utilizes images to support students' understanding of reading. This is supported by the opinions of Harvey and Goudvis

[2] Zainal Aqib, Model-*model, media dan strategi pembelajaran kontekstual(inovatif)*, (Bandung: Yrama Widya, 2013), page 69

who state that visualization refers to our ability to create images in our minds based on the text we read or the words we are with.[3]

According to Musdizal in his research held at SMPN 4 Kerinci which was taken from two classes, namely class VIII B as experimental class and VIII C as a control class, he said that visualization strategies are effectively used in reading comprehension learning compared to conventional methods. After using the strategy, there was a significant imp rovement in student learning outcomes that were sampled compared to the previous one. Originally, the student's lowest learning outcome was 40 while the student's highest score was 90. However, after using the visualization strategy, students' learning outcomes were better than before with a minimum score of 50 and a top score of 90.[4]

With this, researchers are interested in conducting research on appropriate learning strategies for seventh grade of SMPI Riyadlatul Mubtadiin. Is this strategy effectively used in reading learning compared to other learning strategies so as to deepen understanding and facilitate students in their reading ability.

B. Research Problem

Problem formulation is a problem that becomes the basic in research. This is supported by creswell's opinion that research problems are the educational issues, controversies, or involving the need for conducting a study.[5]

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[3] Nur Eka Sari, at all, *Penggunaan Strategi Visualisasi dalam Pembelajaran Membaca Pemahaman Bahasa Inggris Berbasis Karakter pada Siswa SMP* (Ciputat:Jurnal.umj, 2019) page 152.

[4] Musdizal, *The Influence of Visualization Strategy on Reading Comprehension Ability*, (kerinci: state islamic institute of Kerinci, 2019), page 325.

[5] John W. Creswell, *Education Research Design, conducting, and Evaluating, Qualitative and Quantitative Research,* (Boston: Person Education, 2012), p 59.

a. Is visualization strategy effective in teaching reading at sevent grade of SMPI Riyadlatul Mubtadiin TlontoAres Waru Pamekasan?

C. Research Objective

Research objective is an intent statement used in quantitative to get specific goals that the researcher want to achieve in the study.[6] The purpose of the research, facilitate researchers in conducting research because it will make the research more targeted.

a. To know the effectiveness of visualization strategy in teaching reading at sevent grade of SMPI Riyadlatul Mubtadiin TlontoAres Waru Pamekasan.

D. Assumption

Assumptions are basic assumptions that become the basis of thinking whose truth has been accepted by researchers. Assumption of research can be defined as the basic assumption or postulate about a matter with regard to research problem that the truth has been received by researchers.[7] So that, The researcher can assume that the visualization strategy is effective to be used in teaching reading at the seventh grade of SMPI Riyadlatul Mubtadiin TlontoAres Waru Pamekasan.

E. Hypothesis

Hypothesis are clarify statement in quantitative research in which the researcher make a prediction or estimate about the outcome of a relationship.8 There are two kinds of hypothesis that used in this research; they are null hypothesis

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[6] Ibid

[7] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah,*(STAIN Press :2015) P.10

[8] John W. Creswell, *Education Research Design, conducting, and Evaluating, Qualitative and Quantitative Research,* (Boston: Person Education, 2012), p.621

and alternative hypothesis. The null hypothesis is a prediction about the population and is typically stated using the language of "no different" (or "no relationship" or "relationship or association") and the direction of this difference may positive or negative.[9] There are two kind of hypothesis in this research; alternative (Ha) hypothesis and Null (Ho) hypothesis as follow:

a. Null Hypothesis (Ho):Visualization strategy is effective in teaching reading at seventh grade of SMPI Riyadlatul Mubtadiin TlontoAres Waru Pamekasan.

b. Alternative Hypothesis (Ha): Visualization strategy is not effective in teaching reading at seventh grade of SMPI Riyadlatul Mubtadiin TlontoAres Waru Pamekasan.

Based on the two hypothesis above. The researcher used Null Hypothesis (Ho) because researcher sure that visualization strategy is effective in teaching reading scanning at the seventh grade of SMPI Riyadlatul Mubtadiin

F. Significant of Study

In significant of study, the researcher has to make the readers understand clearly the topic of the research and should give some advantages for the readers in education, especially in learning strategies.

a. Theoritically

This research is expected to prove about the effectiveness of visualization strategy in teaching reading at seventh grade of SMPI Riyadlatul Mubtadiin Tlonto Ares Waru Pamekasan.

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[9] Ibid

1. Practically

a. To students

  This research is expected will make students having active and fun class. So that they will understand the material faster and easily

b. To teacher

  This research is expected to give information to teacher about effective strategy in teaching reading. In order that, they can know and decide the suitable strategy.

c. To researcher

  This research is expected to develop the new knowledge about the effectiveness of visualization strategy in teaching reading.

G. Scope and Limitation of Study

  According to oxford dictionary, scope is the extend of the area or subject matter that something deals with or to which it is relevant. John W. Creswell stated that limitation is potential weaknesses or problem in quantitative research are identified by the researcher. In quantitative research, these weaknesses are enumerated one by one, and they often relate to inadequate measure of variable, loss or luck of participants, small sample size, error in measurement and other factors related to data collection and analysis.[10]

  The scope of the study has to be defined as a preliminary stage and that is very important. The scope of this study is about the effectiveness of visualization strategy in teaching reading.

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[10] John W. Creswell, *Education Research Design, conducting, and Evaluating, Qualitative and Quantitative Research,* (Boston: Person Education, 2012), page 623.

In this research, the researcher limited for sevent grade students of SMPI Riyadlatul Mubtadiin Tlonto Ares Waru Pamekasan.

H. Definition of   Key Terms

The key terms is a word that serves as a key, as the meaning of another word or sentence. It can help the readers understand the meaning of the term in the research and give a clear explanation of the terms that will be searched.

The researcher will give the definition of key terms which is used in this research as follows:

a. Reading skill

Reading skill is someone's ability to read, understand and translate words written in a text, article and so on.

b. Scanning

Scanning is a technique of reading carefully or thoroughly a text or reading.

c. Visualization strategy

Visualization strategy is a strategy that uses images as media for students to easily understand matter or reading.