

CHAPTER I

INTRODUCTION

This chapter presents a brief of the research. In detail, this chapter consists of research background, research questions, the purposes of the research, the significances of the research, limitation of the study, the rationale, hypothesis, and previous studies.

A. RESEARCH BACKGROUND

This research attempts to know how visual literacy influences students' reading ability. It is important for students to increase their reading ability because reading has an important aspect in helping students to learn English mainly to improve their reading comprehension and also to develop their ideas. Besides, reading also helps students to gain much information from the text and increase their fluency in English. As Anderson (1999) cited in Merbouh, Ouerrad, & Benmostefa (2016), reading is an active fluent process which involves readers and the reading materials in building meaning. Also, reading intends to make meaning from the written text. According to Pourhosein Gilakjani & Sabouri (2016), reading is the process of making meaning concerning the reader's prior knowledge, the information, and context of the text.

Furthermore, they also state that the purpose of reading is to get an accurate message from a text that the readers understand. However, some EFL students have a problem in comprehending reading text, beside the lack of vocabulary, it is because of the lack of accuracy, speed even their habit in reading the text. Based on what Qrquez & Rashid (2017) say the difficulty of reading when it is applied to a foreign language, the students may have a problem in the number of reading components, for instance, the accuracy, comprehension, and speed. Therefore, teachers need to find the appropriate strategies in teaching reading to the students so that they are actively engaged in learning English.

There are some strategies that teachers can use in teaching reading to the students. One of them is using visual literacy. According to Nurannisa (2017), visual literacy makes students easy to understand the concept and increase their memory in calling the information existing in their mind. Teaching reading by visual literacy in the class is one of the effective strategies that can be implemented by the teachers because visual literacy giving students the ability to actively uncover and construct codes from an image, rather than being a passive recipient (Fatimah & Maryani, 2018). Besides, according to Fatimah & Maryani (2018), “visual literacy contributes to a child's sense of story and the visual clues add to the information in the text. Readers need to be aware that there is more to an illustration than meets the eye”. Furthermore, Messaris (1994) as cited in Elkins (2008) leads to the view that visual literacy is a visual process of combining images with pre-existing schemes which allow the reader to enrich or complete the text, increasing the ultimate goal of reading: comprehension.

There is a reason why this research is conducted based on the reading-pre-service teachers' in a school where the students have difficulties in comprehending a text in English. They are sometimes still confused to understand what the text about and communicate the meaning. It is case because they do not have prior knowledge about the text and it is also difficult for them to find the context. Consequently, it needed more time to discuss because they did not understand what they read. This problem appeared because the teacher used to apply the traditional strategy in teaching reading to the students. They are only asked to read and translate each word without giving the understanding of the text. It can be seen from the result of their score. Most of the students only got score 50. It means this score is less than enough. It is a serious problem that needs a solution so that the students can understand what they learn and have the motivation to learn English actively. It is why this research is conducted to help the teachers know what the effective strategies that can be implemented in teaching reading comprehension.

As previous research by Alpan (2015), he conducted research, and the result shows that pre-service teachers had positive perceptions of the visual literacy course. In instructional materials design, they were often successful at the implementations of design tools. The other researcher is Nurannisa (2017) she used the qualitative method in collecting the data, and the result shows that visual literacy is the strategy to train the thinking skills by activating cognitive process used. However, there are some points to differentiate this research with the previous one. First, this research uses visual literacy to stimulate student's ability in reading comprehension. Second, the writer tries to implement the strategy with different designs and methods of the research by using a quantitative method. Also, this research uses quasi-experimental where participants are not selected randomly. Besides, the populations and samples are taken in different quantity. Therefore, the writer tries to implement this reading strategy to help the students to understand the text properly and the research is conducted entitled "The Influence of Visual Literacy to Stimulate Students' Ability in Reading Comprehension."

B. RESEARCH QUESTIONS

Based on the discussion of the background, this research tries to answer the problem that is formulated in these questions:

1. What is the result of students' reading comprehension before using visual literacy?
2. What is the result of students' reading comprehension after using visual literacy?
3. What is the significant improvement students' reading comprehension before and after taught by using visual literacy?

C. THE PURPOSES OF THE RESEARCH

Based on the specific problems formulated above, the purposes of the study are as follows:

1. The result of students' reading comprehension before using visual literacy.

2. The result of students' reading comprehension after using visual literacy.
3. The significant improvement of students' reading comprehension before and after taught by using visual literacy.

D. THE SIGNIFICANCES OF RESEARCH

The significances of the research are as follows:

1. Theoretically

It is expected in this research contributes to the current theory about the strategy in teaching English, and the result of the research can be used by the teachers in teaching reading comprehension.

2. Practically

a. For students

It is expected that the students can improve their understanding of reading by using visual literacy in the class. Therefore, they can learn English more exciting and easier. By using this strategy, students can be motivated in learning English.

b. For teachers

It is expected that the teacher can get a new strategy on how to teach reading skill and they can improve their ability in teaching English by using this strategy. As a result, it can help the teacher in increasing the quality of teaching in facilitating the student in learning English.

c. The writer

This research can give the writer new experience in conducting teaching and learning a reading skill. The writer can find the answer on how the effectiveness of teaching reading skill by using visual literacy toward students reading comprehension. Also, this research can give a contribution to the teachers to solve the problems in teaching English.

E. LIMITATION OF THE STUDY

Based on the identification of the problem, the type of visual literacy used in this study is the form of the images and this study focuses on the

effectiveness of using visual literacy on students' reading comprehension of recount text on the second-grade students of MTs. Miftahul Falah Bandung.

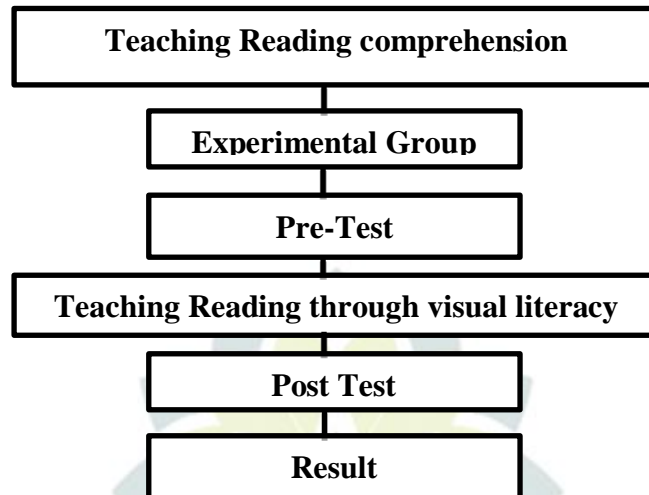
F. THE RATIONALE

Ahmadi & Shahid (2017) says that reading comprehension is defined as the process of create meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency. Therefore, it is also essential for the teachers to build students' comprehension, especially how to deal with kinds of text and how to understand it properly. To achieve this goal, teachers need to creatively make a learning strategy that helps the students easier to understand the texts. There are some effective strategies that can be implemented by the teachers in teaching reading comprehension, and one of them is by using literacy.

Literacy is a 'material, multidimensional construct' (Faigley, 1999:175) and to become effective participants in multiliteracies, learners need to understand how the resources of language, image, and digital expression can be deployed independently and interactively to construct different kinds of meanings. Today, there are many types of literacy which can be used, for instance, visual literacy. Visual literacy is the process of developing learners' knowledge and using illustration to help them creating or interpreting the visual message correctly which relevant to existing textual information (Miftah, Rizal, & Anwar, 2016). Furthermore, visual literacy can help students to make or interpret the visual message correctly in a text. Matthews, Hancock, & Dunham (2006) as cited in Sidhartani (2016) mention that the comprehension of visual literacy refers to the ability to interpret and correlate the information delivered in visual or picture form to create their understanding. They also mention that visual literacy can be used in various skills, not only in communication skills but also in reading skills. Therefore, visual literacy can be used as the proficiency to interpret and make a conclusion in the text.

For implementing visual literacy in improving students' reading comprehension, the writer uses the scheme, as follows:

Figure 1.1 Frame of Research



Based on the scheme above, the writer chooses one class. The class is as the experimental group that is given treatment through visual literacy. Before the treatment, students are given a pre-test, and after the treatment, students are given a post-test.

G. HYPOTHESIS

According to Creswell (2012, p. 111), hypothesis in quantitative research, the researcher makes a prediction or conjecture about the result of the relationship among variables in research. It means the hypothesis gives a forecast whether the investigation influences the result of the research or not.

According to the explanation above, the hypothesis of this study are as follows:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant improvement of students' reading comprehension after implementing visual literacy
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant improvement of students' reading comprehension after implementing visual literacy

H. PREVIOUS STUDIES

According to Syafi'i (2015), previous research is needed to observe some of the studies that are relevant to our research. There are several previous studies regarding the use of background knowledge. Those are:

The first study was done by Alpan (2015), he researched the reflection of visual literacy training in pre-service teachers' perceptions and instructional materials design. The subjects in this research are pre-service teachers, pre-school students, experts, and observers. He used the qualitative method in collecting the data, and the result shows that pre-service teachers had positive perceptions of the visual literacy course in instructional materials design they were often successful at the use of design tools.

The Second study was done by Nurannisa (2017), she researched how to use visual literacy to stimulate student's ability in thinking in the learning process. The subject in this research is a learner (at the age of toddlers to adults). She used the qualitative method in collecting the data, and the result shows that visual literacy is the strategy to train the thinking skills by activating cognitive process used. Required knowledge and skills in supporting visuals, How to use visuals that can help the process of developing thinking in learning.

The Third study was done by Beaudoin (2016), he researched the development of pedagogical methods for increasing the visual literacy skills of a group of library and information science students. The subject in this research is 31 students enrolled in a digital libraries course within a graduate-level program in library and information science at a large Midwestern university. He used the qualitative method in collecting the data. Based on the data analysis, this study shows that the exercises increased the students' visual literacy to varying degrees across the standards examined.

The last study was done by Fatimah & Maryani (2018), they researched how visual literacy instructional media of children's storybooks. The subjects in this research are 100 different children's storybook titles and used them daily. They used the qualitative methods in collecting the data, and

the result shows that the assessment of visual storybooks literacy at the source center studies Islamic kindergarten al Azhar 10 Serang on generally good.

However, there are some points to differentiate this research with previous research. First, this research uses visual literacy to stimulate students' ability in reading comprehension. Second, the writer will tries to implement the strategy with different designs and methods of the research by using a quantitative method. Third, the subject is the second-grade in MTs. Miftahul Falah Bandung. Also, this research uses quasi-experimental where participants are not selected randomly. Besides, the populations and samples are taken in different quantity. Therefore, the writer tries to implement this reading strategy to help the students to understand the text properly and the research is conducted entitled 'The Influence of Visual Literacy to Stimulate Students' Ability in Reading Comprehension'.

