

## **Chapter One**

### **Introduction**

The researcher in this study investigates several of the topics covered in this chapter. The research background first describes why the researcher was interested in learning how employing picture books could motivate kids to read more. This chapter presents the research questions that were employed in this investigation. The study objective also examines the precise objectives that will be investigated. The significance of the analysis highlights the advantages of this study for groups of people. Finally, this chapter describes how the research was organized and gives a summary of each chapter.

### **Background of The Research**

In the process of learning, the learners need to read. Reading comprehension is also known as a process that requires integrating information within text units to word, phrases, sentences, and complete articles or books (Barber & Kluda, 2020). However, reading activity can be defined as a complex undertaking because there are several things that contribute to the achievement. Click or tap here to enter text. One of the things that support students in reading is motivation. Motivation can be the essential thing in reading because it captures a person's thoughts and feelings, behavioral. According to (Wigfield & Guthrie, 1997), reading motivation refers to an individual's personal goals, values, and beliefs regarding the topics, processes, and outcomes. Thus, the existence of motivation in the reading process is important to help the students read.

Reading motivation is a topic that has already been discussed by some researchers around the world. There are several efforts applied by the practitioner

to increase the level of students' reading motivation. The research by (Rahmawati, 2021) was to use Team Game Tournament (TGT) as the technique in improving students' reading motivation because it based on the principles of cooperative learning, so the students worked in groups. It helps the students to be more active and competitive and form a better understanding. As a result, there is a significant improvement of students' reading motivation along with the reading skill after experiencing TGT.

Interactive Reading Aloud (IRA) also applied by (Ceyhan & Yıldız, 2021) to increase students' reading motivation. During the practice of IRA strategy, practitioners tried to model themselves to the students by reading at the proper rate, accurate pronunciation, and observing the intonation and punctuation marks. As the attitude of the modelling by the practitioner, it shows that there is a positive attitude from the students and indicates the improvement of reading motivation level.

To know the effect of the used of graphic novel on Thai EFL students reading comprehension and reading motivation an approach which known as Scaffolded Reading Experience (SRE) applied by (Kennedy & Chinokul, 2020). The approach was implemented to 10 Thai EFL students who enrolled in an intensive English course. The result of this research indicates the improvement of students' reading comprehension and reading motivation at a statistically significant level.

There are so many tools or strategies that can be implemented to increase the reading motivation level and one of them is by using picture books. In the late nineteenth and early twentieth century, picture books become very popular

because of the developments of printing technology. Visual images in education textbooks must be dynamically read by the learners (Werner, 2012). According to (Restanto, 2016), picture book readers would connect the prediction of narrative with the visualization of the book. It is supported by the statement of (Matulka, 2008) that a good picture book in a story links the reader to the pictures and generates the implication of the pictures. The narrative and pictures work together to push the whole story.

In the context of this research, which is senior high school, there is a literacy program that is held every morning. This program aims to increase the student's interest in reading and requires the students to choose any reading book based on the students' interest. This program expects to help the students in understanding the printed-based material. This is why the students' reading motivation is very important for them to survive in any level of education.

The English teacher in this senior high school also have the relation with foreign writers and have ever sent the books. Even though, with these opportunities, the teacher said that there is no significant improvement in the student's interest in reading. So, the researcher set the goal to enhance the student's motivation in reading using picture books.

This research was used picture books as the tool to increase the students' reading motivation level for several reasons. Based on previous research, picture books have a significant effect to increase the students' reading motivation. Picture books offer interesting reading experience for the students because it helps them to relate their imaginary of the narrative text with the available picture in the book. This kind of book also would be suitable for high school students because it

provides the visual material that they need. Nowadays high school students are coming from Generation Z who prefer to use the unconventional method and need the visual-based material to support the visual imaginary. Thus, visual material can support visual ability and make visual learning more effective.

### **Identification of The Problem**

Based on the preliminary observation in this school, there are several problems related to the reading activity. Basically, there is a program called School Literacy Program that have held for about 8 years. This program requires the students to do the reading activity by choosing kind of books that they like. It also expected to be stimulus that can stimulate students to read and increase their interest and motivated in reading. However, the students do the reading activity because the teacher tells them so. This situation could be one of the reasons why the students have low motivation in reading because reading activity is done to fulfil the obligation from teacher.

After 8 years implementation there is no significant effect on the students' reading motivation. It can be seen from the low numbers of students who come to library to read or the way the student response to the books from overseas that sent by foreign writer to one of teachers there. So, it can be seen as an indication of the low reading motivation level.

The reading motivation of each student can be different because of some reasons. There are many things that could contribute to the way the students are motivated in reading such as reading media, material, and environment. There are students who interest in reading because of the reading media such as newspaper, novel, book application, online platform, and picture books. Every media has the

different pattern in serve the reading material. Students' reading motivation also influenced by their environment. The environment in this case is about how many people who also love to read, the way their peer response to books, and the atmosphere that support them to read.

In this research, the researcher proposes a reading media that can be the choice in reading activity. A picture book can provide the good visualization of the story and help the reader to understand each sentence in the story. The use of picture books in this research aims to test whether it is effective or not to enhance their reading motivation.

### **Delimitation of The Research**

In order to make this research have more specific discussion and due to limitation, that the research deals with, the research specifically focuses on the increase of students' motivation in reading before and after the use of picture books as the treatment. In addition, this focus delimits the measurement of students' reading motivation level.

### **Research Question**

Based on the background above, the researcher formulates three research questions of senior high school students' motivation in reading:

1. How is students' reading motivation level before the use of picture books in reading class?
2. How is students' reading motivation level after the use of picture books in reading class?
3. Is there any significant difference of the students' reading motivation level before and after the use of picture books in reading class?

## **The Objective of the Research**

Based on the research question above, this research is purpose as follow:

1. To find out the students' reading motivation level before the use of picture books in reading class.
2. To find out the students' reading motivation level after the use of picture books in reading class.
3. To find out whether there are any significant differences of students' reading motivation level before and after the use of picture books in reading class.

## **The Significance of The Research**

The study's findings are anticipated to aid students, teachers, and upcoming researchers more and increase their understanding.

**Students.** The result of this research will be beneficial for students in a way of giving them a type of reading material that helps them enjoy reading. In addition, this research will also provide data of their reading motivation level so that they will take some actions regarding what the data reveal.

**Teachers.** The result of the research will find out how effective the use of picture books is in order to increase the students' reading motivation. If the use of picture books is effective, it would be beneficial for the teachers to know the kind of book that will be useful for the students.

**Institutions.** This research will be used to provide valid data about the significance differences of students' reading motivation level after the use of picture books in reading class. Institutions could provide a mini library or book corner as the facility to support the students to choose the variative picture books.

**Future researchers.** Other academics who are interested in researching the same topic can make use of the study's findings. The findings of this study can also serve as a different point of view reference for people who conduct similar research.

### **Organization of The Research**

This research consists of five chapters. The first chapter presents the research background, research identification, problem boundaries, research questions, research objectives, and research significance. The study's fundamentals and the factors that piqued the researcher's interest were covered in Chapter one. The literature study will be presented in chapter two to support the facts presented in chapter one.

Chapter two contains the literature review. Many explanations of the subject are included in this chapter. The explanation offers a definition of reading, highlights the significance of reading motivation, and details the crucial stages to using picture books in reading lessons. The theory relating to the broad overview of reading motivation level is discussed in this chapter.

Chapter three is the methodology; it outlines the researcher's plan for conducting the investigation. The methodology, tools, participants, settings, and data collection procedures are covered in this chapter. The researcher also describes data analysis in this chapter.

Chapter four contains of findings and discussion. This chapter describe detailed information from data collection and data analysis. In this chapter, researcher also add some findings that supported by several theories.

Chapter five contains of conclusions and recommendations. This chapter provides general answers to research questions and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.



