A. Background of The Research

Language learning is important for human’s social development. As a language which is used by more than a half of population in the world, English holds the key as an international language. English is a tool of communication among people in the world to deal with trading, social-cultural, science, and technology purposes. English competence is important for career development. Therefore, students need to acquire English to improve their confidence to face global competition.

In this case, teachers are demanded to improve their competence in teaching English. Teachers should provide appropriate materials and activities for the students. Moreover, they also need to think about the appropriate techniques to teach their students.

Furthermore, to acquire English successfully, students have to master four language skills. Those are reading and listening as the receptive skills and writing and speaking as the productive skills. The receptive and productive skills are connected to each other. For example, to have a good writing skill, students need to develop their reading skill first.
As a receptive skill, reading is one of the important skills in English. Reading plays a role in understanding any written texts in order to get some information. Students need to have a good reading skill because they have to understand what they read. A good reading skill will lead them into a good understanding of the content of the texts such as, passages, articles, or even books written in English.

Based on the preliminary observation that was conducted in the early of September 2015 at VII A class of SMP N 2 Karanglewas the researcher noticed that in teaching reading process, the teacher only asked the students to read the texts, find the meaning of difficult words and answer the questions related to the texts. The researcher found that it was difficult for the students to understand the content of the texts and to get any information from the texts clearly by themselves.

Considering the facts above, a step forward to enhance the seventhgrade students of SMP N 2 Karanglewas is needed. The researcher believes that one of the appropriate ways is used Visualization Technique to improve their reading comprehension that would help students to solved their reading problems through the well-organized reading process, guidelines, and also feedback. It will made their reading process easier and makes them able to comprehend the text well.
B. Reason for Choosing the Topic

Considering the background of the research, it was chosen Visualization Technique to solve the problems. The reason is because Visualization Technique is seen as an appropriate technique to improve students’ reading comprehension. By using this technique, the students will be able to engage any written information fully from a text, create a good mental framework of a text, set their reading goals and fix information in their mind, and determine the organization of text and the need for intelligent selection of information while reading. It also has not ever been used by the English teachers of SMP N 2 Karanglewas as a technique in teaching reading.

C. Research Problem

By considering the background of study above, the formulation of the problem of this research is, “Can Visualization Technique improves students’ reading comprehension?”

D. Aim of the Research

Regarding the research problem, the aim of this research is to improve the students’ reading comprehension by using Visualization Technique.
E. Research Contribution

There are some expected advantages that can be acquired from this study as presented below:

1. For English teacher
   To demonstrate to English teachers to solve students’ problems by improving students’ ability through an appropriate teaching technique.

2. For students
   To give some contribution to students to improve their reading comprehension.