CHAPTER 1
INTRODUCTION

In this chapter, there are some descriptions about the background of the research, the reasons of choosing the topic, the problems of the research, the aims of the research, the clarification of term, and the contribution of the research.

A. The Background of The Research

English textbook is the important component in teaching and learning English because it is a resource for both teachers and students. For the teachers, an English textbook is a standard book that makes the teachers know what they have to teach, so they will not be confused to teach. Most textbooks are accompanied by teacher’s guides, which provide supplemental teaching materials, ideas, and activities to use throughout the academic year (Jabberwocky, 2002: 1). While for the students, an English textbook will facilitate students in learning English subject. They can learn four skills: listening, speaking, reading and writing.

In fact, there are some problems of selecting English textbook for students in school. The first is the textbooks contain a lot of activities which students do “question and answers”. Because of that, students feel bored in following teaching and learning process. The second is the image is too small and not colorful, so students quickly lose their interest and enthusiasm to study.
In line with the fact above, there are some books that are used by schools. One of them is picture story book. It is a supplementary book that helps students in learning English more effectively. Based on pre-observation in SMP N 2 Wangon, school has taught using picture story book. This book has been used for four years and taught in 7th, 8th, and 9th grade.

Picture Story Books offer such a variety of genres, rich language, and colorful and interesting storylines. They are perfect tools to enhance students’ education. In picture story books, children construct meanings from both the text and visual context (Parkes, 1998: 56). The texts in picture books are usually simple and entertaining, and the illustrations are also often bright and expressive.

In a previous research, Sheu Hsiu- Chinh (2009) with the title *EFL Children’s Views on English Picture Story Books* conducted the research for finding out the EFL Children’s Views on English Picture Story Books in a group of primary school students in Taiwan. She described that the majority of the students considered that reading English Picture Story Books helped their English language learning, motivated their reading and stimulated their imaginations.

Based on explanation above, the students have to be given media for helping their studying in learning English. Picture story book is the suitable book for them. However, the perception view about that book is different from one to another. Therefore, this research will conduct the students’ perception about picture story books in SMP N 2 Wangon. This research is
entitled “Students’ Perception on Picture Story Books of SMP N 2 Wangon in Academic Year 2011/2012”.

B. The Reasons of Choosing The Topic

The reasons of choosing topic are as follows:

1. English textbook is a teaching tool in the school. It helps and guides teachers and students in learning English.

2. English books in the school have many variations. Nevertheless, students commonly get bored in learning English using textbooks. Therefore, students need some interesting book.

3. The teachers of SMP N 2 Wangon have taught students using picture story books in their teaching. The perception about that book is different from one to another. So, it is needed to find out about students’ perception on picture story books.

C. The Problems of The Research

The problems of this research are as follows:

1. What is the students’ perception on picture story books?

2. What is the students’ perception on the linguistic value in picture story books?

3. What is the students’ perception on the value of the story in picture story books?

4. What is the students’ perception on the value of illustrations in picture story books?
D. The Aims of The Research

The aims of the research are:

1. to find out the general perception of the second grade students on picture story books,
2. to find out the perception on the second grade students of the linguistic value in picture story books,
3. to find out the perception on the second grade students of the value of the story in picture story books, and
4. to find out the perception on the second grade students of the value of illustrations in picture story books.

E. The Clarification of Terms

The title of this research is “Students’ Perception on Picture Story Books of SMP N 2 Wangon in Academic Year 2011/2012”.

The clarification of term as follows:

1. Students’ Perception
   a. Student
      Janice Newsum (2010: 201) says that student is a person who is studying; who is devoted to learning; a learner; a pupil; a scholar; especially one who attends a school, a university, or collage.
   b. Perception
      Mahmud (1994: 41) defines perception as the direct stimuli from receiving information, or the process of a person to know the phenomenon from their five senses.
Students’ perception is direct stimuli to know the phenomenon from anyone who studies to acquisition of knowledge from their five senses.

2. Picture Story Books

Picture story books is a book that conveys its messages through two media, the art of illustrating and the art of writing (Huck et. al, 1987).

F. The Contributions of The Research

The contributions which are expected from the study as follows:

1. Students

This research can be useful for the students. By describing about picture story book, they will get the benefits of using that book. Therefore, they will be well-motivated and exciting in following the teaching and learning process. They will motivated to read and imagine the story through picture in that book.

2. Teacher

This research can give input to English teacher in choosing and using suitable book in teaching English for their students,