

## **CHAPTER I**

### **Introduction**

#### **1.1. Background of The Study**

Reading is useful for language acquisition. It has a positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2007:99). There are two types of reading, initial reading and reading comprehension (Widianto and Cahyono, 2006).

Unfortunately, Indonesia students have slightly poor ability in reading comprehension. It was proved by a research in 2012 conducted by The Organization for Economic Cooperation and Development (OECD) called PISA (The Program for International Student Assessment) which put Indonesia on rank 59 from 64 countries for reading comprehension.

In researcher's perspective when carrying out teaching practice in SMPN 8, most students have same difficulties in reading. They hardly get the message from a reading passage. This is caused by their low mastery of vocabulary. They can translate words, but they get confused to translate sentences. As a result, it seems they encounter troubles in comprehending a text. It is also they have slightly lack of interest when they were given a reading passage.

These will be a problem in the future if cannot be solved soon. In Ujian Nasional (UN) for junior high school, reading comprehension is one of the skills that will be tested. In the higher level, students need to comprehend more texts, not only narrative texts, but also descriptive texts, report texts, recount texts, and procedure texts as well. There is also a lot of reading comprehension for the TOEFL test.

A teacher should find out an alternative way to teach reading comprehension for junior high school. This alternative should be able to overcome the difficulties that has mentioned. The researcher suggests gesticulated learning as an alternative way to teach reading comprehension for junior high school.

For many years, reading is considered as a passive activity. Together with listening, reading is considered as receptive skills. Both do not need students or learners to produce language, they receive and understand it. Gesticulated teaching makes reading to be an active activity.

The main idea of gesticulated teaching is where the teacher produces gestures or miming some actions or characteristics while they read a reading passage and then ask the student to repeat after him or her. Recent researches in neuroscience prove that human brain works well when facilitated with physical related activities. There is increasing evidence of their association with improved classroom behaviors (Mahar, 2011), cognition, and academic achievement (Kibbe,et al., 2011; Donnelly & Lambourne, 2011). A University of Illinois study reports that 9- and 10-year-olds performed better on reading comprehension, spelling, and math tests when they had 20 minutes of physical activity immediately before testing (Wilson & Conyers, 2015).

Speech and gestures are deeply connected systems of communication. Specifically, researchers have demonstrated that gestures: (1) are semantically and temporally linked to the content of the ongoing speech stream, (2) have similar communicative functions as speech, (3) develop closely with language acquisition in children. Furthermore, in terms of comprehension, listeners/viewers seem to pick up meaning of gesture, and do so in ways that are integrated with the speech signal (Goldin-Meadow, 2003; Kendon, 2004; McNeill, 1992, 2005), (4) gesture may play a role, not only in speech production, but also in other cognitive activities, such as

reasoning and problem solving (see Alibali&DiRusso, 1999). (Kelly, Mannind, &Rodak, 2008) claimed that gesture have a special connection to the words they accompany. It means that gesture gives a hand to language and learning.

## **1.2. Scope of the study**

Based on the background above, this research will be focused on reading. This research tries to discover what kinds of co-speech gestures that used by the teacher during the implementation of gesticulated reading and the students' response when they were taught using gesticulated reading. The reading passage will be focused on narrative texts. This research will be conducted in 8D of SMPN 8 Jakarta. The reason why this research will take place in Junior High School because Narrative Text is a junior high school material.

## **1.3. Research question**

1. What are the types of co-speech gestures used by the teacher during teaching reading using gesticulated reading?
2. What are the students' responses towards the implementation of gesticulated reading?

## **1.4. Purposes of The Study**

Referring to the research question, the objectives of this research were:

1. To find the types of co-speech gestures those are used by the teacher during teaching reading using gesticulated reading.
2. To find how students' responses towards the implementation of gesticulated learning.

### **1.5. Significance of The Study**

This research is expected to give two important contributions. First, the result of this research will enrich the theory of teaching reading through gesticulated method. This research can be used as the reference for those who want to conduct a research in improving other skills through gesticulated method.

Second, the result of this research will serve an alternative teaching method for teaching reading in junior high school especially at grade VIII.