

CHAPTER 1

INTRODUCTION

In this chapter, the writer presented; (1) background (2) problem of the study (3) objective of the study (4) significances of the study

1. 1 Background

In the initial phase of educational development, the primary focus is on the crucial skill of reading, as emphasized by Linse (2005). Deciphering and deriving meaning from written text constitute essential aspects of the reading skill set. Proficiency in reading involves not only the ability to sound out printed words but also to comprehend and grasp the content being read. Reading skills encompass an individual's capacity to read, understand, and interpret written words within articles or other reading materials. Reading serves as a means to acquire knowledge about various subjects. It is imperative for educators to enhance students' command of the English language, especially since the primary objective of English instruction in both lower and upper secondary schools is the cultivation of reading proficiency. Successful graduates from secondary school must demonstrate proficiency in reading.

The goals of independence, comprehension, and fluency can be achieved by students through the application of reading skills. These skills encompass a range of abilities that enable a reader to process written material as coherent language, demonstrating independence, comprehension, and fluency while mentally engaging with the conveyed message. Factors such as reading method, comprehension level,

reading speed, and employed skills all influence the reading experience. The formulation of reading questions establishes a foundation for identifying and clarifying meaning. These comprehension questions, when designed effectively, contribute to the acquisition of new knowledge and skills, the suppression of dissent, and the promotion of meaningful discussions.

In the context of education, particularly within reading classes, the act of reading aloud is essential, playing a vital role in facilitating the learning process and significantly contributing to the enhancement of reading skills. Reading involves the dynamic interaction of a reader's social and contextual factors with their existing schematic knowledge. A proficient reader can efficiently absorb the content of a written work in a short timeframe, requiring continuous critical thinking to grasp the author's perspective (Pratiwi, 2019, p. 1).

Reading skills encompass the capacity to transform information from written text into a meaningful understanding of its content. According to Urquhart and Weir (Urquhart & Weir, 2014, p. 88), reading skills are essentially cognitive abilities employed when engaging with written texts. To sum up, the process of making sense of written words and extracting meaning is integral to reading. As defined by Pratiwi (2020, p. 1), reading skills denote an individual's proficiency in reading, comprehending, and interpreting written words within various reading materials.

Effective reading comprehension enables one to read swiftly while comprehending the content. Learning to read is a lifelong endeavor, and it is anticipated that, during the reading process, individuals will critically reflect on the subject matter to grasp the author's viewpoint (Pratiwi, 2020, p. 1).

Teaching represents a fundamental responsibility for educators, involving the guidance of students through a process of learning. As per Gage's definition (1963), as cited in Rajaqopalan (2019, p. 5), teaching is a form of interpersonal influence aimed at altering the potential behavior of another person. It entails directing students' attention toward the material presented by the teacher. To make learning diverse and engaging, various approaches can be employed, such as the Freeze Framing Method, allowing for interactive opportunities and preventing monotony. In conclusion, teaching is a fundamental obligation, serving as a guiding force for students in their learning journey.

The data also indicates that teachers can involve students in the learning process by utilizing the Freeze Framing Method, as demonstrated by the progress observed in each cycle (Ningsih, p. 1423). Freeze framing involves pausing the image on the screen, providing insights into characters' body language, facial expressions, emotions, reactions, and responses through video (Cakir, 2006, p. 69). This method requires teachers to intermittently pause the video, prompting students to share their thoughts. Utilizing this technique can enhance students' comprehension of the text by allowing them to predict subsequent events after watching specific segments of the video (Siti Hadijah, 2016, p. 310).

As outlined by Siti Hadijah (2016, p. 308), the incorporation of videos in teaching demands that educators possess a diverse set of techniques. To maximize the effectiveness of video instruction, teachers should present the material in engaging and meaningful ways. When utilizing videos, it is essential for teachers to encourage active participation from students, moving beyond passive viewing and prompting them to interact with the content. Teachers need to master various video teaching techniques, including full viewing, freeze framing, silent viewing, and others, as suggested by Harmer (2006). Simply presenting a video in a conventional manner might capture students' attention, but it may lack significance for them. In conclusion, the Freeze Framing Method, as discussed earlier, involves teachers pausing the video multiple times to facilitate a more interactive and in-depth learning experience.

As per Noprianto (2017, p. 1), mastering descriptive text is a crucial expectation for high school students in Indonesia. Descriptive text, according to Gerot & Wignel, Knapp & Watkins, as cited in Noprianto (2017, p. 3), involves the use of language to depict a specific thing, person, animal, place, or event to readers or listeners. This perspective is echoed by Abisamra, cited in Jayanti (2019, p. 3), who defines descriptive text as portraying a person, place, or thing with clear details to aid readers in visualizing the described object.

In conclusion, descriptive text serves the purpose of vividly portraying the characteristics, form, and quantity of a person or object, whether abstract or concrete. Various types of reading texts exist, including exposition, argumentative, persuasive, procedural, recount, narrative, report, and descriptive texts. Descriptive text often focuses on visual experiences, but it can also encompass other sensory elements like sound, taste, and smell. Ultimately, the aim is to provide a comprehensive understanding of the subject being described, contributing to a meaningful reading experience.

Based on the observations at Senior High School of Shailendra Palembang most students had the same problem when they have to reading, which may be caused by low vocabulary and confusion about where to look for topics and how to start reading. To assist in teaching reading descriptive text, one effective method employed was the utilization of the freeze framing technique. The writer's interest was sparked in analyzing the application of this technique in the context of reading learning materials at Senior High School of Shailendra Palembang. Given the mentioned considerations, the writer conducted research titled "**THE EFFECTIVENESS OF THE FREEZE FRAMING TECHNIQUE IN TEACHING READING DESCRIPTIVE TEXT.**"

1.2 Problem of the Study

According to background of the study described above, this research had a number of issues, including:

1. Students' difficulties in reading descriptive text.
2. In spelling and vocabulary
3. The teacher used conversation technique so the students can't interesting in reading.

1.2.1 Limitation of the Problem

In response to the issues identified earlier, this research was undertaken to investigate the implementation of "contextual teaching and learning for enhancing students' proficiency in reading descriptive text at the Islamic Senior High School of Shailendra Palembang." The focus of the study was specifically on the physical attributes of individuals and locations.

1.2.2 Formulation of the Problem

Does the application of the freeze framing technique prove to be effective in instructing tenth-grade students at the Senior High School of Shailendra Palembang in reading descriptive text?

1.3 Objective of the Study

The purpose of this study was to determine whether there is effective using the freeze framing technique in teaching reading descriptive text in the tenth grade at the Senior High School Shailendra Palembang.

1.4 Significances of the Study

The writer expected this study useful to all people as follows:

1. For the Reading Herself

It was expected it can improve her skills of doing scientific research.

2. For the students

As a motivator for students to improve their reading skills, particularly in descriptive texts.

3. For the Teacher of English

The Freeze Framing Technique is an effective technique for teaching and learning descriptive text. It can assist English teachers in finding an appropriate technique for teaching and learning descriptive text.

4. or the other Researcher

As a result of the prior knowledge about the students' writing narrative text, particularly by using the Freeze Framing Technique, the researcher can apply the technique to the next teaching and learning in the classroom.