

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the topic of the research. They are background of the problem, problem of the research, purpose of the research, significance of the research, operational definitions and scope of the research.

1.1 Background of the Research

Reading is has an important role in second language and one of the skills in language learning that students need to learn. This skill is the key to getting knowledge or information. Anderson (2003, p.2) stated reading is the most important skill to master that in order to success in learning by reading we will be able to know what we do not know. It can improve knowledge and also information that is important. Reading is also fundamental in education, because almost all teaching and learning process involves the text, as well. Alyousef (2006, p.2) stated reading can be seen as an interactive process readers interact with text to elicit the important point and improve reading fluency. Grabe and Stoller (2002, p.17) for general, reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately.

In fact, it is not easy for students to read material in foreign language. They are forced to face new grammar and also new vocabulary which is clearly different from the language they use in everyday life. Data from Analytical and Capacity Development Partnership (ACDP) stated that Indonesia is one of 12

countries with significantly low scores below international standard referring to Progress in International Reading Literacy Study (PIRLS).

More than 50% of Indonesian students aged 15 years have not mastered the basic of reading. It happened because there are some problems. First, the problem faced by students is reading material. It means here, the text is too complicated and long so, it's hard to understand the contents. And, also the text is not interesting or monotonous. Second, there was no other media variation in teaching media. Those problems made students' passive during teaching learning process.

As stated by Harmer (2004, p.5), what makes teaching unsuccessful is because the students are bored. This often caused by the lack variation of teaching techniques applied by the teacher, including the use of media in teaching learning process. Therefore, the teacher needs to vary the way of teaching and learning process to be more varied and interesting. Every teacher has different ways to present the material.

Teacher can use several kinds of media to support in teaching English such as picture, game, song, poster, etc. in order to make learning well. One of the media that can be used is picture. Comic strip is also one of the pictorial media because it is presented in the form of a visual image, in the form of picture that explains a story.

As stated by Wright and Sherman (1999, p.1) that the use of comic strips was need considered to be inappropriate, but then, it was evidenced that this media could stimulate learners' motivation in learning and literacy creativity. Thus it can be said that when a teacher is teaching reading using this media, it can make students became more active and want to learn in classroom. With a picture or

comic strips, it can help the students to guess the meaning of unknown vocabulary, grammar and etc. by looking, at the pictures. Therefore, the writer is interested in solving this problem using comic strips.

Comic is an art form using a series of static image in fixed sequence. There are two kinds of comics, comic strips and comic books. Liu (2006, p.229) states that a comic strip is a series of pictures inside boxes that tell a story. It means that comic strips have some pictures that show the readers with a varied story in sequence. Therefore, with the help of using comic strips students can easily understand narrative text by looking at pictures.

It is also supported by the statement from Smith (2006, p.6) he urges comics have play important role, influential in classroom and have a positive impact on the learning of students. Comics can provide a powerful media between contain and visual media. The point here is that comics are included in literature because they contain interesting stories to be read by readers and use visual media in displaying images that can make readers understand better and can make readers happier and interested. Hence, this media have a big influence in language learning; especially English in the class because it can provide encouragement to students in learning and make the learning atmosphere not boring.

Considering the description above, it will be necessary to conduct experimental research entitled “The Effect of Using Comic Strips on Students Reading Comprehension Achievement of the Eight Grade at SMPN 1 Wonosari in the 2018/2019 Academic Year”. This research was aim at finding out whether using comic strips is effective or not in teaching reading comprehension achievement in SMPN 1 Wonosari.

1.2 Problem of the Research

Based on the background of the research, the research problem is formulated as follow “Is there any significant difference in students’ reading comprehension achievement between the students who were taught using comic strips and the students who were not taught using comic on the eighth grade at SMP 1 Wonosari in the 2018/2019 Academic Year?”

1.3 Purpose of the Research

Based on the problem above, the purpose of the research is to know whether there is any significant difference in students’ reading comprehension achievement between the students who were taught using comic strips and the students who were not taught using comic strips on the eighth grade at SMP 1 Wonosari in the 2018/2019 Academic Year.

1.4 Significance of the Research

The results of this study are expected to give both theoretical and practical benefits as follows:

1. Theoretically

The result of this study is expected for English teacher using a new media to solve reading problems when they teach. This study also was making a new way to create fun learning in English, so the student was motivated to read the material.

2. Practically

a. Teacher

The teachers can use the new media as a reference for the effectiveness in teaching reading. Besides, the teacher can be more creative by giving different media to their students especially comic strip because it can make them interest and keep help them to understand more easily in their learning of reading.

b. Students

The students can get more motivation in doing reading activity. Also, the student was understanding text more easily, especially on narrative text. It was improve the student's ability in reading because using different media in learning process can make student more actively in classroom.

c. Writer

For the writer, it can be used as a reference of the study in the classroom through a comic strip in teaching reading narrative text.

1.5 Operational Definition

a. Reading Comprehension

Reading comprehension is a process of understanding and extracting the information from the text it as efficient as possible. Reading is also defined as the process of understanding meaning from a piece of text. Reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. The teachers give a student a test about narrative text. Then, asking to predict what they think the comic strips will be about and who the characters are. The teachers should also remind them that in

comic strips, information comes from pictures as well as words on the picture.

After that, the students can answer the questions that the teacher is given. This test it can show how the students comprehend the text narrative in the form comic strips.

b. Comic strips

Comic Strips is a picture story consisting of 2-10 panels only. This media are defined in this study as series of cartoon or pictures that tell a part of story and telling a story by using the picture of the characters. The story is usually original in this form. Words may be show within or near each image, or they may be dispensed with altogether. In other definition, it is a sequence of drawings arranged in interrelated panels to display brief humour or form a narrative, often serialized, with text in balloons and captions. Comic strips as a visual learning media will make it easier for students to read based on stories that exist on comic strips.

1.6 Scope of the Research

There are media that can be applied to improve the students' reading achievement. One of the media is comic strips that can attract students to read well. This study is focused on the application of comic strips in teaching reading comprehension achievement to the students of Junior High School.