CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the general issues related to this research. These include the background, the problem and the objective of the research, the operational definition of the terms, the significances and the scope of the research.

1.1 Background of the Research

The human's life cannot be separated from communcation. Human need the tool that help them for communicate with others called language. Language is a primary instrument which used by human for comprehend every information in oral and written.

There are many kinds of languages in this world, but English is the important language that must be mastered by the students because English is international language. Most of the sources of information are written in English and students always learn English in every grade of education. English has some skill that must be learned such as speaking, reading, listening, and writing.

Reading is one of the important skill in learning English that must be mastered by the students. Reading being important because of many reasons, these are; reading can improve students' vocabulary, exercise the students' comprehension, lead the students to develop their language skill, and understand the meaning of written text. According to Kintsch and van Dijk (in Gilakjani 2016:230) reading comprehension is the process of creating meaning from

text, which has a purpose to get an understanding of the text rather than to acquire meaning from individual words or sentences.

Harris & Hodges (in McLaughlin 2012:432) also said that reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person's prior knowledge and experience.

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. According to Syatriana (in Mislani 2015:2) reading process includes three processes: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and assimilation of the new knowledge with the reader's past experience. It means, the reader must know how to analyze the text in the reading process. In fact, it happens in the X grade students of MAWahid Hasyim Balung. Based on the interview with the English teacher, there are many students have difficulties in comprehend the meaning from the text although they know the meaning of the vocabulary used, most of them misunderstanding with the idea or content of the text.

To solve the students' difficulties in reading comprehension, the teacher should have the ability to guide students in learning reading. Using interest strategy or media will make the students active, not bored, and give their participation during the teaching and learning process. Comics are one of media

which can be used in teaching reading comprehension in the classroom. But now, the teacher do not need to bring the heavy comics book to the school because they can replace it with comics application which can be access by the students. Line weebton is an application that provides a collection of comics with various languages including English and Indonesian. Liu (2004:229) said that comic strips can be used effectively to build reading skills. It will help the students are easier to understand the text.

Based on the information above, the researcher is interested in conducting the research about effect of Line Webtoon in students' reading compehension. And the research is entitled "the effect of Line Webtoon in students' reading comprehension at MA Wahid Hasyim Balung in academic year 2017-2018".

1.2 Problem of the Research

Is there any significant effect of using line webtoon in students' reading comprehension achievement of the tenth grade students at MA Wahid Hasyim Balung in the academic year 2017/2018

1.3 Objective of the Research

The objective of this research is referring to the research problem that is to find whether there any significant effect of using line webtoon in students' reading comprehension achievement at MA Wahid Hasyim Balung in academic year 2017/2018.

1.4 Operational Definition of the Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1.4.1 Reading Comprehension

Reading comprehension is understanding and contructing the meaning of written text which read by the reader. Reading comprehension also the dynamic, reciprocal interactions among reader, text, and the context of the reader's prior literacy schema. Based on Healy (2002:3) reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process. In this research, the students read the conversation in the daily life from the comics. The students read to understand their understanding about the text then use to comprehend the reading text. The students can read a text to learn, to find out information, or to be entertained. The researcher will use objective test or multiple choice to test students' the reading comprehension.

1.4.2 Line Webtoon

Line webtoon is the global digital comics application service platform that prepare some languages including English and Indonesia which launched by Naver corporation in Korea. By using this application can improve the students' reading comprehension because the students' learn not only read the text but also the students learn with seeing the visual picture. According to Hadley (in Liu 2011:228) the visuals may have helped improve comprehension because they provided "additional contextual information". By using Line Webtoon, students can learn English with reading English in fun and easy way by reading comics because when they don't understand the meaning, they can change and set the languages as they want without need to find the word in the dictionary. Line

webtoon can make the students more comprehend about the comics without bring heavy comics in hand.

1.5 Significances of the Research

By conducting this research about the effect of Line Webtoon in students' comprehension , the researcher hopes that the result of this research will be useful for give some contribution to the English teacher in teaching and learning process, especially for the English teacher, reseacher, students and the readers itself.

1.5.1 For English Teacher and Reseacher

This research will give the deep knowledge and information about the media that can be used by the teacher. It can also be a reflection in order to improve the students' skill which related to reading comprehension.

1.5.2 For the Students

This Research will motivate the students about how to learn reading comprehension in fun way. It will encourage the student to study English seriously especially in reading comprehension, so they can undertand and comprehend the meaning from the written text.

1.5.3 For the Reader

The result of this research will inform the reader about the importance of electronic comics as a media that can be used to teach students' comprehension. It also give more knowledge to the reader that learning English is not always use worksheets or text books which make students bored.

1.6 Scope of the Research

This research applies Line Webtoon as the media in the students' reading comprehension. The reading comprehension in this research is about daily conversation comics which covers word meaning,sentence and text. The subjects in this research are tenth grade students of MA Wahid Hasyim Balung in Academic year 2017/2018.