

CHAPTER I

INTRODUCTION

In this chapter the researcher wants to describe about background of the study, statement of problem, objective of study, hypothesis of study, significance of the study, scope and limitation of study, and definition of key terms.

A. Background of Study

Nowdays, English as the international language has become a main subject in all level of schools in Indonesia. As the main subject, it has certain goals in education. One of them is it gives students some skills especially in English comprehension language. Skill is an ability to do something in a good way (Hornby, 1984). Speaking, listening, writing, and reading are four skills in English. Those four skills are supported by some other competences such as vocabulary, grammar, pronunciation, etc.

Reading is one of the most important skills besides listening, speaking, and writing. Reading skills focuses on the text understanding (Djiwandono, 1996). Reading can help everyone to expand the mind and develop the imagination. Teachers, librarians and parents face an enormous challenge in trying to create a reading habit. In other words, the students should have good reading habit especially in English since now to enlighten their future.

Reading comprehension is a process of acquiring language that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness, 2011).

Explicitly strategies for students in teaching reading can help them do all of these things better and become more independent readers. Reading comprehension strategies also encourage students to become more responsible for their own learning, once the student has mastered the strategy.

A research has shown that when students receive proper reading comprehension strategy instruction and then use these strategies, not only does their comprehension decrease but so does their vocabulary, decoding, problem solving, team work skills, and self-esteem (Ness, 2011). There are hundreds of strategies that claim to help students improve their reading comprehension. Four of these general strategies are visualization, summarization, making inferences, and making connections to one's own life and experiences (Moore & Lo, 2008).

There are many problems that students faced in the reading ability, most of them has difficulties in understanding the meaning of word and they cannot understand the point and intention of the text which they have read, and also students have less motivation to read the ordinary text. Their limited English knowledge may be the main factor in getting those difficulties. Practically, it is not easy for students to read material in foreign language. They are forced to face new vocabulary and grammar that are definitely different from their mother language. It is hard for them to guess and predict the correct cues behind the texts because of their imperfect knowledge of the language. Rather recalling cues with which they are familiar, they are forced to recall cues that either do not know or know imperfectly. Because of this, readers will forget

those cues much faster than they would cues in their native language (Omaggio, 1986).

Those problems and difficulties in senior high school make the teacher have to think more to make the student comprehend the text and more enjoy in the reading class. Teachers have to find alternative way to give this lesson to the students. Facing this problem, teachers have to be more creative to motivate them in learning. Many media have been used to find the enjoyable learning English especially in reading. From among various types of learning strategies, reading comprehension strategies have long been recognized by researchers of second/foreign language reading (Brantmeier, 2002; Slataci&Akyel, 2002). As a matter of fact, reading comprehension strategies separate the passive, unskilled reader from the active reader. Skilled readers don't just read, they interact with the text. Teacher has different ways to present the material. Some teaching methods are used to make students interested in learning English. Teacher also uses several kinds of media to teach English such as picture, game, song, poster, realia, etc. in order to make them work well. Learners usually respond well to use their imagination, they may well be involved in puzzle like activities, in making things, in drawing, in games, in physical movement or in songs (Harmer, 2002). It means that English teacher should not remain passive or give up all efforts to make improvements.

Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend factual information (Liu, 2004).

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. A short comic is defined in this study as series of pictures inside boxes that tell a story. While comic books are collection of stories that have picture consist of one or more titles as themes.

According to Provesa (2014), short comic is a kind of short story that popular in children. Short comic is from Japan, in fact there are many short comics from in the world, nowadays. There are many advantages that teachers can get from short comics. By using short comics, teachers can attract the student's motivation. Students will be more interested in reading short comics and will be easier to comprehend the text.

Short comics is very helpful for a student which has low intelligent, because they will be helped by the picture on the short comic to understand what the text tell them about. Since the students get a short comic on the reading material, they will understand the meaning of difficult vocabulary and understand the text while they are reading. So, the researcher assumes that teaching reading using short comic as a media is more effective than teaching reading using module text. The teaching learning reading will be easier and more fun to deliver when use a short comic as a media on reading material. Yang (2008) says that comic is a single multimedia medium which is made up of two distinc media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also pointed out that images and text in comeics share narrative responsibility. So,

if the students are taught using short comic, they can solve their problem in reading and have more motivation to face the reading material.

In making this study, the researcher conducts this research based on the previous study from two thesis which using comic or story to teach student's reading skill. The first thesis entitled "The Effectiveness of Teaching Reading Using Fable Comic to Improve Students' Reading Ability" a thesis made by Anisa (English Language Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2009). It can be concluded that using fable comic is effective.

The second thesis entitled "The Effectiveness of Using Comic Strips in Teaching Students' Reading Comprehension Skill" a thesis made by Armilasari (the student of State Islamic Institute of Surakarta in 2016). She states that there was significance difference of students' achievements in understanding the reading text between those taught using comic strips media with discussion technique and those taught by picture series at the eight grade students of MTSn Sukoharjo. The measurement showed that the increasing line of the understanding the reading text of the experimental group was higher than the understanding the reading text of the control group.

In another field of English skill, a research about the effectiveness of using short comic in writing skill has been conducted. Provesa (2014) investigated at the Islamic Junior High School 1 in Kediri, Indonesia. The researcher examine the effectiveness of using short comics in increasing student' writing skill. Based on the findings, the researcher can conclude that

using short comics in increasing students' writing skill in the first level of the school is effective.

Then, Rengur and Sugirin (2019) conducted an experimental study focused on the investigation on the use of comic strips to increase students' reading comprehension. This study had been done in the eighth grade students of SMPN 1 Pundong. There are two groups of students namely control and experimental group. The result of the study revealed that there was a significant different on students' reading comprehension. The ANCOVA result showed that mean difference between groups was 0.265 and the significant value was .00 which was lower than standard value (.05).

Moreover, a current study conducted by Manik (2019) which focused on investigating the effectiveness of comic strips to improve students' reading comprehension on narrative text of MTs Ar-Rahman, Langkat reported that students' results in the posttest was higher than pretest. Almost 100% of the total students were receiving good score. This research had been done in the second grade of MTs Ar-Rahman Langkat. A pretest and a posttest were employed as the instruments of the research.

Based on the phenomenon above, the previous researcher focus on reading ability, comic strip, and writing skill. So, the purpose of this paper is to discuss and investigate the effectiveness of short comic media in teaching reading comprehension especially in comprehend the narrative text that can be used for secondary school students who lack of reading comprehension

B. Research Problems

Based on the background presented above, the problems of this study is formulated as following:

1. How is the students' reading comprehension of SMAN 5 Kediri before being treated with the use of short comics?
2. How is the students' reading comprehension of SMAN 5 Kediri after being treated with the use of short comics?
3. Is the use of short comics effective in teaching reading comprehension to students of SMAN 5 Taruna Brawijaya Kediri?

C. Objective of the Study

Based on the statement of the problem, above the objectives of the study is:

1. To find out the students' reading comprehension of SMAN 5 Kediri before being treated with the use of short comics.
2. To find out the students' reading comprehension of SMAN 5 Kediri after being treated with the use of short comics
3. To find out the effectiveness of teaching reading by using short comics as a media especially narative text in reading class.

D. Hypotheses

Based on research, the author created a hypotheses to launch the purpose of rhis study clear. The author's hypotheses are :

Null Hypotheses (Ha) : the use of short comics as a media in teaching reading comprehension of narrative text on students' is effective.

Alternative Hypotheses (Ho) : the use of short comics as a media in teaching reading comprehension of narrative text on students' is not effective.

E. Significance of the Study:

1. For the teacher :

The result of this research will inform the teachers that using short comics as a media in teaching reading comprehension is effective. And also it can be a new media that teacher applied in the classroom

2. For the students :

This research is used to increase students' reading comprehension and make them easy in comprehend the narative text. Also to make them interest and give them motivation in learning.

3. For Next Researcher :

The researcher can search the same variable and can be revise to complementing this method or curriculum of reading in English environment.

F. Scope and Limitation of the Study

This research focuses on eleventh grade of SMAN 5 Taruna Brawijaya Kediri. The respondents of this research are two groups of subjects, control group and experimental group. The experimental group is taught by using short comics, and for control group is taught by using conventional method.

G. Definition of Key Terms

1. Media in teaching

Media are tools as the bridges between the knowledge transferred by the teacher and the students' comprehension. By using media, the teacher can attract the students' attention, the material will be clearer.

2. Short comics

Short comic has a formation like a pictured story. All the events in the story are drawn and there we can also find the dialogue that is done by the characters in this story. And the comic are taken from "Tapas" application. It is an application that consist of many short story with different form there are short comics and short story in the same topic or story.

3. Reading comprehension

The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension.