

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypothesis, the Limitation of the Study, the Significances of the Study, the Definition of the Key Terms, and the Outline of the Study.

### **1.1 Background of the Study**

English is an international language which is used by many people in the world to communicate. As an international language, English plays important role, especially in communication with various groups of people in different part of the world. It can be proved that English is used as an introduction language in some electronic and non-electronic media, such as: book, film, and music that are used in daily life. That is the reason why English becomes the most powerful language in the world.

English is considered an international language because it includes the first foreign language with the growth of information that requires people to develop English reading skills despite time, environment and place (Arroyani, 2010). That's why English is a foreign language chosen by the government to be taught in schools and put it into one of the lessons in the curriculum. In the hope that students will be interested and willing to use to improve their ability and open opportunities in building relationships with the international community.

There are four skills in English in which students should learn. There are reading, writing, listening, and speaking. They will be considered to master language well, if they are able to master the four skills well. They cannot master one of them, because all skills are related to each other.

From the four existing skills, reading skill is considered to be the most important because it is one of the skills that are useful to understand science, technology, art and other subjects written in English. By reading, students will automatically increase their vocabulary mastery.

Reading is a process of merging of some text or information using the background of the reader to know a meaning (Nunan, 2003: 68). So if the readers want to combine some information or sharpen their background knowledge in developing meaning then they must read because without reading they will never get information let alone sharpen their abilities in developing meaning.

Reading is to find out an information or message from the author in written language then the reader must perform a process. The process that explains that word is a composite of individual words arranged into one in order to convey a message or information well and if it fails then the message cannot be conveyed (Hodgson, 1960: 43- 44). Reading is a process done by the reader to obtain an information or message from the author through a post writing with attention to the meaning and words expressed or implied. So the reading process is considered not working properly if it is not applied.

As an English teacher we explain the language by using good learning activities. In the classroom the teacher should have fun and not restrictive rules.

Thus, students can develop their reading skills by themselves without feeling compelled. And the teacher is willing to be a facilitator who helps students and teachers able to create highly effective reading classes for students. By using the new material then the class will be more interesting and fun.

Practically, the students must have difficulty in understanding English material because it is different from the mother tongue they use every day. So they feel like forced to understand different grammar and vocabulary. By pretending to remember an imperfect clue but they are forced to be able to recognize the cue. And that is why the readers quickly forget it because it is different from their native language.

Therefore, it is needed an attractive media to develop students' reading comprehension in narrative text which can be found in surrounding. They can be pictures, games, films, etc. Teachers should choose the media which is suitable for the students' condition. The media have to build the students' reading comprehension so it can improve their reading comprehension in narrative text.

Comic is classified as printed material that requires printing process to reproduce it and requires editing before printing. Its characteristics are simple, clear, and understandable by students (Novianti and Syaichudin, 2010). A clear, simple and easy printed material which must be edited before multiplying the copies and having serial picture can be regarded as comics.

## **1.2 Reasons for Choosing the Topic**

The following are the researcher's consideration to choose the topic " The Effectiveness of Comic Strip to Improve Students' Reading Comprehension in Narrative Text "

1. Students think that reading is difficult and boring activity. Reading seems to be boring because almost every book read by students using difficult language. Because that language students feel bored even the maximum value even though they can not already read.
2. Teaching reading needs an attractive media that is expected to improve students' reading comprehension in narrative text. It helps students to understand the narrative text through comic strip as an interesting media because it uses easy language and there is a color image. Therefore, it will increase students' interest in reading and understanding things.

## **1.3 Statement of the Problem**

From the background above, the writer formulates the statement of the problem of this research as " Is comic strip effective to improve students' reading comprehension in narrative text of the Ninth Grade Students of SMP N 36 Semarang in the academic year of 2018/2019?"

#### **1.4 Objective of the Study**

The objective of the study is comic strip effective to improve students' reading comprehension in narrative text of Ninth Grade Students of SMP N 36 Semarang in the academic year of 2018/2019.

#### **1.5 Hypotheses**

Hypothesis is a theory or prediction made about the relationship between two variables. The hypothesis of this study can be stated in two different ways.

Null hypothesis ( $H_0$ ) = Teaching reading by using comic strip for the ninth grade students of SMP N 36 Semarang in the academic year of 2018/2019 does not improve students' reading comprehension in narrative text.

Alternative hypothesis ( $H_a$ ) = Teaching reading by using comic strip for the ninth grade students of SMP N 36 Semarang in the academic year of 2018/2019 improves students' reading comprehension in narrative text.

#### **1.6 Limitation of the Study**

The researcher limits the study into the following:

1. The study will only use comic strip as the media to teach narrative text.
2. The research will be conducted to the ninth grade student of SMP N 36 Semarang in the academic year of 2018/2019.

## **1.7 Significance of the Study**

### 1. Pedagogical Significance

The result on the study is hopefully can motivate teachers on teaching reading skill that will be useful to find out what impact the use of comic strip for students in understanding reading narrative texts.

### 2. Practical Significance

The study has some advantages as follows:

#### a. Students

It may to students know that English is very monotonous, complicated and boring then from this research can make students motivated and their reading interest can increase.

#### b. Teachers

It may show English teacher we must be motivated to use new media in teaching reading like one of the use of learning media that is comic.

#### c. Futher Researchers

It will give more information and experiences for the researcher in the method of teaching reading. It can also give motivation for the futher researchers to develop their knowledge more and find other media for teaching reading.

## **1.8 Definition of the Key Terms**

Definition of the key terms is very important to help the readers in understanding the meaning of the topic. The key terms of the study are defined as follows:

### 1. Comic Strip

A comic strip is defined a story that has multiple images located in a box. Meanwhile, if there is a collection of some illustrated stories and have one or more titles then it is called a comic book (Arroyani, 2010). Comic strip is the arrangement of images contained in the newspaper and strung to tell a story.

### 2. Reading Comprehension

Reading comprehension is necessary skill to convert their perception of a handful of letters into meaningful chunk of information (Brown, 2004: 185). It refers to how read, to understand, and to absorb the skills necessary to change an implied or explicit perception in a story or about a handful of letters in a text into some meaningful information.

### 3. Narrative text

Gerot and Wignell (1994: 204) states that narrative text is an amuse and entertain a representation or experience relating to a problematic event or a turning point that eventually finds resolution.

## **1.9 Outline of the Study**

To help the readers in understanding this study, the outline of the study is divided into five chapters, they are:

Chapter I presents the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Outline of the Study.

Chapter II consists of Reading Comprehension, Narrative Text, Comic Strip, and the Review of Previous Studies.

Chapter III deals with the Research Design, the Subject of the Study, the Variables of the Study, the Instrument of the Study, the Validity and the Reliability, the Procedure of Collecting the Data, and the Techniques of Analyzing the Data.

Chapter IV is the School Profile, the Description of the Respondents, the Analysis of Validity and Reliability, the Pre- Test Analysis, the Treatment Activities, the Post- Test Analysis, the T-test, and the Discussion of Research Finding.

Chapter V contains the Conclusion and Suggestions.