

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, formulation of the research problem, the purpose of the study, significance of the study, and definition of key terms.

A. Background of the Study

Reading is an important skill because it functions as literacy skill. It means that when someone is going to master certain knowledge, the first thing they must do is read. By reading, someone will understand certain knowledge and they will get more knowledge. Reading helps the students become better writers. Through reading, the students have incidental contact with the rules of grammar. The students develop a sense for the structure of the language and grammar and increase their vocabulary (Andrew P. Johnson, 2008). Reading is one of the important factors that can influence a learning and teaching process to run well. Through reading, students will be able to get information, increase their knowledge and they will know about many things.

Reading comprehension is a skill to understand the text deeper. It is the further activity of just reading because when people do the reading comprehension, they must understand all of the aspects in the text such as to identify the main idea, detail information, reference, making conclusion

and recognize all of the words involve in the text. Teacher is responsible to make the students able to comprehend the text. The teacher must have creative ways for teaching, so that the classroom situation would not be bored. It is important for the teacher in teaching English to develop the students' reading skill. The teacher should have many strategies English. There are strategies used by English teacher to make the learning activity are more fun and meaningful for the learners.

Based on preliminary study at the VIII G of Junior High School 3 Kedungwaru Tulungagung, the writer found that the students have some difficulties in learning reading. First, students found it difficult to understand of the text and difficult to comprehend the meaning of the text. In addition, from interview result when researcher observe that they seem to depend Google Translate, as proven when the students did their homework. Then, students feel bored when the reading material is delivered by the teacher, this was proven when the researcher observed, during their reading lessons there were student who were engrossed in talking with their desk mates. Then, their score was very low on reading comprehension material, this is proven by students score when researcher gave preliminary test. There were only 8 students who managed to touch the KKM score of 80 of the total 30 students, which means there are only 26.6% of students who successfully do the reading comprehension test. This is still less than the success criteria set by researchers with at least 80% of students out of a

total of 30 successfully achieving the KKM score.

From the preliminary study, the researcher found the external factors from class VIII G SMPN 3 Kedungwaru. First, the teacher when teaching only used the conventional method using the work book provided by the school, it was confirmed by the teacher, she really only used the work book. Second, lack of interesting reading material exposure, because they only use students' work book there is only black and white writing, and there are also no picture. Then the researcher found the internal factors, they had difficulty understanding the material the teacher gave the students. Students find it difficult to understand story texts in English, then find it difficult to find aspects such as making inference, finding the main idea of the story, finding information specification, and also vocabulary that they don't understand, and they also find it difficulty when working on questions about reading text in English.

In order to be successful in maximizing the students' comprehension in reading. The teacher needs to consider external and internal factors which are possible to affect the reading comprehension learning process. The external factor is related to some component that are crucial to support the reading learning process such as the motivation to learn, the facility to learn and class interaction. The purpose of media in helping to overcome internal factors is to help students word recognition and comprehension are areas where students struggle. According to Arsyad

(2003) the word “media” refers to a graphic, photographic, or electrical device used to record, process, or arrange verbal or visual communication.

One way to overcome students' problems in an effort to increase their interest in reading is to apply the use of media in the form of comic reading applications, especially webtoon applications. Webtoon is a comic application that contains images with diverse and interesting stories. It aims to improve students' ability to read English texts and also to make students more active in learning. Another goal is to increase the students' demand for learning and develop their curiosity so that they want to read and understand what they read. Students will be interested in things that have never been used or done before, so they will feel curious and have high curiosity about it. When this happens, students will not feel bored in learning and will try to understand the contents in the comic so then they finally understand what is being told in the comic.

In this case, I went in to see if there was any improvement in reading ability through the Webtoon application as a media that would then be promoted to students as reading material in the English learning process at school and used to develop their reading skills so that students would not have any deficiencies in reading comprehension. I also want to know how to teach students certain ideas, basic knowledge, and information in a relatively short time and according to the principles of learning. Therefore, I would like to conduct a research entitled “IMPROVING STUDENTS’

READING COMPREHENSION USING WEBTOON COMIC AT SECOND GRADE JUNIOR HIGH SCHOOL 3 KEDUNGWARU”.

B. Formulation of the Research Problem

Based on the background of the study, the researcher can make the formulation of the research problem, namely “How does the Webtoon Comic improve the reading comprehension of the students?”

C. The Purpose of the Study

Based on the formulation of the research problem, the purpose of this study are “To describe the improvement of students' reading comprehension through the Webtoon Comic”.

D. Significance of the Study

The findings of this study are expected to give a contribution to the students, teacher, and the other researcher. The contributions could be mentioned as follows:

1. The principal of JUNIOR HIGH SCHOOL 3 Kedungwaru, the results will be used as basic information to improve students' reading comprehension.
2. English teachers of Junior High School 3 Kedungwaru, this research is expected to help teachers in improving students' reading comprehension as well as increasing students' interest and motivation to

learn actively and independently, especially through webtoon applications. In addition, it is hoped that this research can also be used as an input for teachers to carry out an effective learning process in school.

3. English teachers of Junior High School 3 Kedungwaru, this research is expected to help teachers in improving students' reading comprehension as well as increasing students' interest and motivation to learn actively and independently, especially through webtoon applications. In addition, it is hoped that this research can also be used as an input for teachers to carry out an effective learning process in school.
4. Students of Junior High School 3 Kedungwaru, this research is expected to improve students' learning outcomes, increase interest and learning abilities and provide opportunities for students to be active, creative and independent so that students will find it easier to understand the subject matter and students will be more interested in learning English especially reading without feeling pressured.
5. For other researchers, the results of this study can be used as a reference to conduct other research related to this study.

E. Scope and Limitation of the Study

As a classroom action research, this study is conducted to one

class students only that is second class at Junior High School 3 Kedungwaru. This study focuses on the implementation of the Webtoon Comics to solve students' practical problems in reading comprehension.

F. Definition of Key Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

a. Reading Comprehension

Reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading. According to Snow (2014) in his book, comprehension is the essence or an important part of reading. Comprehension is very important as well as linking prior knowledge after reading, knowledge of the structure of the text, and active search for information.

b. Webtoon

Webtoon is a combination of web and cartoon (comic) application. The webtoon was made in Korea to be released on a web comic launched by Naver in 2014. This comic can be translated as a

cartoon to renew characters and load stories related to images. That comics need to be used as learning media. The comic can also be read in several languages such as Indonesian and English (Arlin M. & Roth G. 1978: 15).