CHAPTER I

INTRODUCTION

This chapter discussed the Background of the Research, Research Problem, Objectives of the study, Significance of the Research, Scope and Limitation of the Research, Hypothesis of the study, and Definitions of Key terms.

A. Background of the study

Reading may be a simple word but often difficult to do and difficult to make a habit. Many people who mean that reading is a tedious activity and just a waste of time. Especially nowadays all things can be visualized into graphics thereby reducing interest in reading teenagers. Therefore the habit of reading should always be familiarized from an early age. Reading skills can improve a person's ability to easily understand concepts. This develops critical thinking skills in children. Understanding critical concepts and thinking are two important qualities of a successful individual.

Reading is a very important thing in promoting every human person and a nation. By reading, we can get much knowledge and know the world. In addition, reading also improves a person's vocabulary, command on language, and communication skills, study new words, comprehend ideas, and gain the information. Trends show that a person

who is reading is able to concentrate on their lessons and better than those who do not.

The ability to read directly relates to the ability to write good because people who rarely read will have difficulty in finding vocabulary when writing and reading also can build a strong foundation to be able to learn and understand various disciplines. Students can also have ideas of what they read to apply in their writing. They will also be more familiar with the use of language in written text.

Activity in reading has not been done in Indonesia, especially teenagers. This is indeed a concern of many parties, be it educators, parents and government. Attempt to build public awareness for reading has long been done in many ways, but the interest of adolescents in reading is very low. The other problem is that many students are not truly interested in reading, even in English. For them, reading is a boring activity. They have to face many printed words in the language they are unfamiliar with. These reasons make reading difficult to be learned.

The students of grade XI MIA 1 MAN 3 Tulungagung also experienced the similar problems. They had low vocabulary mastery. To find the meaning of words they did not know, they usually asked their friends. Just few students would check the meaning from their dictionary because most of them forgot to bring it. As a result, their vocabulary mastery did not improve, obstructing them to understand the texts they read. In addition, the students were not really interested in the reading

lesson, even in english. They felt bored with the monotonous way of teaching and the activities that they should do in the lesson. They expected something different in their reading lesson which would improve their motivation to read.

Reading is one of the most important teaching skills. This requires teachers to give more time and consideration in teaching these skills. The reason is that students always face printed or textual material in school, the information and knowledge they need to know is mostly obtained through reading. Of course, it is also closely related to skills and other subjects - especially in academic contexts in the teaching of a second language, as Grabe (2009) says. "Students can improve their listening, speaking and writing skills by improving or mastering reading skills first, because the material being studied is usually in print".

Weak in reading comprehension level of students is a constraint to get a satisfactory value, especially when the method of teaching applied by teacher is not appropriate, this will make the value of student learning results are lower. A media is also required teachers in improving students' reading skills and media used in the learning process should be able to motivate students to enterprising in learning, like as used media images. Students need to see and experience the learning before it makes sense personally. If teachers add a variety of media into the classroom, they significantly raise the possibility of reaching all students.

Utilization of image media in improving reading ability proved effective. The first, the use of picture books can motivate students to learn happily, freely, actively and productively, so that lazy reading constraints will be overcome. Second, interest in reading students will increase, because the interest to see the image, then the students will be imaginative and interested to analyze it until it can understand its meaning. Third, make a person to trained dare to express opinions and dare to express the contents of the book.

The conditions of concern for the capabilities possessed by students is very lacking, so this is the background of researchers to try to make a very effective learning alternative, the alternative to improve skills and provide motivations for students happy in the learning process in particular in reading. One of the methods undertaken to improve the ability in reading comprehension of narrative text is using comic books media. Using pictorial media is very necessary because people will be interested to read and provoke someone's curiosity in the book and make it want to read.

Comic is one type of media that can be used to express the mind, imagination and creativity in the form of drawings and written language. Comic is a reading that many people like, from kids until adults. Simple presentation and storytelling of a situation in the picture can be more easily arousing interest and passion for reading.

Comic books is media that containing characters that funny, students interested to read because in comic books they are some pictures ant it makes students easier to understand about narrative text, comic books gives a relaxed so this media make teachers closer to students. According to Smith (2006:6) "comics can play a powerful, influential role in the English classroom, and can have a positive impact on the learning habits of many students. Comics can provide a powerful median between literature and visual entertainment".

Reading comprehension through comics is an intervention that uses comic books to enhance a child's reading comprehension level and overall interest in reading. Reading comprehension through comics utilizes the visual representations in comic books to extend the meaning of text and add an exciting element to the standard reading process. Comic reading can assist in the development of deductive reasoning, evaluative thinking, study skills, and cross-cultural learning. This is helpful for motivating children because they often feel connected to comic characters due to previous exposure and the humor-factor associated with such characters.

Comics encourage re-reading, Information contained in the pictures can eliminates the need for read lengthy descriptions, allowing comics to be read quickly. During the initial reading, the words are read first, with the visual component acting as a subliminal counterpoint, the reader then re-reads in order to seek out information glossed over on the first run-through to (unconsciously) discover how the words and art

support one another. In cognitive reading skills have shown that while a good reader, if lost or unclear about something, will return to the place where they faltered, a poor reader will return to the beginning of the paragraph. This is less likely to happen when reading a comic book as the reader has the option of studying the art to catch what they have read.

Reading comprehension with comic books can give motivation in readers. Nothing catches a kid's attention more than a cool cover. Pair that with eye-catching pictures that depict a compelling story, then these kids are glued from cover to cover. Aside from the stunning graphics, another reason comic books are more entertaining is because kids relate more to characters with familiar faces. The more relatable the characters are, the more engaged the kids would be to read the story. The combination of graphics, relatable characters, and visual storytelling compels kids to read some more.

Comic can be comprehension Aid, comic book illustrations do not only entertain kids, they also improve their comprehension. The sequence of images help students predict what could happen in the next panel and give them a proper timeline of the plot. The illustrations also help kids read between the lines. By looking at the pictures, kids can infer what is happening in the story without having to read the details. Reading comic books require visualization. The graphics and the text help the reader create a clear scene in his head.

Comic books can help readers to writing aid, writing a comic book is just like writing any story. After all, they have all the basic elements (the only difference being there are actual images). In a way, a panel could represent a paragraph in a story. By using comic books, kids can be taught little by little. Comics can spark children's desire to read and challenge themselves to move on to other types of reading material.

Therefore, it is important to find a solution which can be applied effectively to make reading more interesting in order to improve the students' reading skills. The researcher is interested in carrying out a research used media comic books to improve the ability students in reading comprehension and can be easier to understand about narrative text at grade XI of MAN 3 Tulungagung in the academic year 2017/2018. This research aims to see effectiveness of comic books to improve reading comprehension of narrative text.

B. Research Problems

Relying on the background above, the formulation of the research problem as followed :

1. How is the students' scores in reading comprehension before being taught by using comic books in narrative texts ?

2. How is the students' scores in reading comprehension after being taught by using comic books in narrative texts ?

3. Is there significant differences on the student's reading comprehension taught before and after being taught using comic books in narrative text

C. Objectives of the study

The objective of this study is to find out whether comic books significantly affecting on the students' ability in reading comprehension of narrative text at grade XI MIA 1 of MAN 3 Tulungagung.

D. Significance of the research

The result of the study could give valuable for :

1. Institution

It will provide data of students' comprehension in reading, and it can improve the schools education quality, especially in English reading improvement.

2. English Teachers

The result of the research can help the teacher to know the most effective media or strategy and improve the teaching reading comprehension of narrative text by using comic books.

3. Students

It can help them to more easily understand the material, improve and raise their motivation and achievement in learning English.

4. Future Researchers

The result of the study can give the additional information to conduct study in the same field.

E. Scope and Limitation of the Research

Relying on the background of the study, the scope of the study is reading comprehension of Narrative text at MAN 3 Tulungagung. The population is limited into one classes of XI MAN 3 Tulungagung, the sample of the research is MIA 1 class. The number of this subject is 25 students. And the limitation of this study is using comic as teaching media to increase students' reading comprehension of narrative text.

F. Hypothesis of the study

The hypotesis of the study is as follows **:**

H_o : Using comic books doesn't significantly affect the students' ability in comprehending narrative text at grade XI of MAN 3 Tulungagung.

H_a : Using comic books significantly affects the students' ability in comprehending narrative text at grade XI of MAN 3 Tulungagung.

G. Definitions of Key terms

1. Reading comprehension

Reading comprehension is defined as the ability of the student under study in understanding the content of reading text which is delivered by the teacher on the present study.

2. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to

communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

3. Comic books

    The comic is a book or piece of papers that contains story and many interesting pictures.

4. MAN 3 Tulungagung is defined as a senior high school which is located on Jln. Supriadi, Tanen, Rejotangan, Tulungagung where is the researcher doing a research.