

## **CHAPTER I INTRODUCTION**

### **A. Research Background**

In English, there are four language skills, namely listening, speaking, reading, and writing. All of them have an equally important role in demonstrating the ability to use language. Reading in particular is an important activity in everyday life because reading is not only to obtain information but serves as a tool to help language learners improve their ability to understand the reading. Based on Patel and Jain (2008: 113) mentioned that reading is an important activity in life that can update students' knowledge. Reading is an important tool for academic success, in the era of the industrial revolution, 4.0 having an appropriate reading will help a person for having a good understanding.

Reading comprehension is one of the important skills in mastering English because it shows that reading comprehension must be taught well. Reading comprehension is the ability to process the text, understand the meaning of the text and integrate it with what the reader knows. According to Graham and Bellert (2005:72), Reading comprehension is an important life skill because it has provided many benefits from complex processes, especially building meaning from texts. This means that the process of reading comprehension is very complex but students must master reading comprehension to be successful in life.

Based on the researcher observation, the students of SMA Negeri 1 Bunut Hulu, especially the tenth graders when the researcher did internship at the SMA the students have difficulty understanding the given text. Most students cannot find meaning in the text they read. Students often get low scores on the test in the reading test. students admit they do not understand the structure of the text therefore they could not find the correct answer to answer the question because they do not know the meaning of the vocabulary. This can be because of the assumption that reading is not their daily need as a student..

The student's situation that has been conveyed above motivates the researcher to use comic strips as teaching media to introduce reading comprehension in English to tenth grade students of SMA Negeri 1 Bunut Hulu, which is one of the schools in Kapuas Hulu Regency. At this level, students use comic strips to build their reading comprehension. The use of comics is given in the hope that the story will make students absorb the reading and remember it. Researcher want to know how effectively the use of comic strips can help students' reading comprehension.

Comic Strips are defined as a kind of cartoon form that expresses characters and plays out the story in a short, fun, and interesting sequence of pictures and designs that are closely related to provide entertainment to the reader (Nana Sudjana, 2002:64). The use of English comic strips as a means of learning reading comprehension can be very fun and interesting for students because to help students understand the text more easily, pictures are needed in the reading material. Thus, in comics, there are various kinds of pictures of the characters that can be one way to help students engage with the content of the text to understand the reading, by using English comic strips students will be more interested and active in learning. They will feel something new and different from what they usually get in class.

The picture given to the texts offers some advantages to the readers in comprehending the text. First, the studies that are conducted by (Ausubel, 1960) it is strengthened by (Fukuyama, 2005) show that related pictures provide background information that acts as an advanced organizer. Therefore, pictures that are given can help the students to relate their knowledge to the texts.

Based on the explanation above, this research wants to determine whether comic strips are effective or not in teaching reading comprehension. This research will be conducted on class X students of SMA Negeri 1 Bunut Hulu for the academic year 2021/2022.

## **B. Research Questions**

Based on the research statement, there are two problems in this research:

1. Is comic strips effective in teaching reading comprehension to the tenth grade students of SMA Negeri 1 Bunut Hulu in the Academic year 2021/2022?
2. How significant is the effectiveness of comic strips in teaching reading comprehension to the tenth grade students of SMA Negeri 1 Bunut Hulu in the Academic year 2021/2022?

## **C. Research Purposes**

Based on the research problems, this study has two aimed. the aimed of the study are:

1. To find out is comic strips effective in teaching reading comprehension to the tenth grade students of SMA Negeri 1 Bunut Hulu in the Academic year 2021/2022.
2. To find out how significant is the effectiveness of comic strips in teaching reading comprehension to the tenth grade students of SMA Negeri 1 Bunut Hulu in the Academic year 2021/2022.

## **D. Significance of Research**

### **1. Theoretical Significance**

This research is expected to be a reference for further researcher to increase the potential of teachers in the learning process to use comic strip teaching materials in improving students' reading comprehension.

### **2. Practical Significance**

#### **a. For the Teacher**

Comic strips can be a media in process of teaching and learning English, especially for teaching reading comprehension. It is also useful for teachers to create a good teaching-learning environment which makes students comfortable and engaged.

b. For the Students

Using comic strips as a media for teaching reading can make it easier and more motivating for students to learn and increase their reading comprehension.

c. For other researchers

Conducting this media in this research is giving new information about teaching media for the other researcher to continue this research at other times.

## **E. Scope of Research**

### **1. Research Variables**

research variable is the object of research, or what is the point of attention of research (Arikunto, 2010: 161), other opinions also say research variables are attributes or properties, or values of a person, object, or activity that have variations determined by researchers to be studied and drawn the conclusion (Sugiyono, 2009). In this study, the researcher only examined the tenth graders of SMA Negeri 1 Bunut Hulu. in this study the research variables consisted of two variables; they are independent and dependent variables.

a. Independent Variable

Independent variables are variables that affect or are the cause of changes or the emergence of the dependent variable. (Sugiyono, 2019:61). the independent variable in this research is comic strips.

b. Dependent Variable

A dependent variable is a variable that is influenced or which is the result, because of the independent variable. (Sugiyono, 2015:97). The dependent variable in this research is the effect on students' reading comprehension.

## **2. Research Terminology**

### a. Reading Comprehension

Reading Comprehension is one of the reading skills. This kind of skill makes the reader they can understand and get information about the content of reading materials.

### b. Teaching Reading

Teaching reading in this study is intended to provide reading learning using a strategy that also makes students think critically about what is conveyed by the teacher and still is easy for students to understand.

### c. Comic Strips

A comic strips is a collection of images with the function of conveying information or producing an aesthetic response for the audience. Comic strips can be used as teaching media, comic strips can make the teaching and learning process effective, increase student interest in learning, and generate student appreciation interest, (Sudjana and Rivai, 2010). Comic strips usually consist of only a few picture panels that contain cartoon stories with storylines, but their contents often reveal a complete idea. Generally, comic strips also only involve one focus of the conversation, and the ideas conveyed are generally not too many.

### d. SMA Negeri 01 Bunut Hulu

SMA Negeri 01 Bunut Hulu in this research are schools located in Kapuas Hulu district and Bunut Hulu sub-district. The schools in this study implemented offline learning.

## **3. Research Hypothesis**

The hypothesis is as an alternative to the alleged answers made by the researcher for the problems posed in the research. The alleged answer is a temporary truth, which of course will be tested for truth with data collected through research. With this position, the hypothesis can turn into the truth, but also of course it can fall from the truth, (Suharsimi Arikunto,

1995:71). To determine the effectiveness of using English comic strips in teaching reading comprehension, in this study, the researchers formulated two hypothesis as follows:

a. Null Hypothesis (H<sub>0</sub>):

Comic strips are not effective in teaching reading comprehension to tenth graders of SMA Negeri 1 Bunut Hulu.

b. Alternative Hypothesis (H<sub>a</sub>):

Comic strips are effective in teaching reading comprehension to tenth graders of SMA Negeri 1 Bunut Hulu.