

# CHAPTER I

## INTRODUCTION

This chapter provides a general outline of this study. It covers background of the study, scope of the study, statement of problems, aims of the study, research method, data collection, data analysis, clarification of terms, and also organizations of the paper.

### 1.1 Background of the study

In studying English, learners are supposed to master the four language skills; listening, speaking, reading, and writing. However, in relation to getting information from texts, reading maybe more important than other skills. According to Smith (1999) reading is the ability to draw meaning from the printed page and interpret this information appropriately.

In the context of Indonesia, students are expected to read many types of text, including narrative text. Narrative is a text that tells a story written in order to gain readers' interest by entertaining them. According to Gabriel (2000), story can be seen as particular types of narrative. To help students able to comprehend narrative text, teacher should act as the facilitator. Nevertheless, a lot of teachers often teach without paying attention to students' comprehension strategies. Reading activities in classroom are only often about asking students to read a text and let them answer teachers' question based on what they read. One way to

create interesting situation in reading class is by using picture, game, song, poster and also comic strips.

A comic strip is a series of pictures inside boxes that tell a story. According to Eisner (1985:5), Comics are “the arrangement of pictures or images and words to narrate a story or dramatize an idea”. McCloud (1993:9) pointed out that comics are “juxtaposed pictorial and other images in deliberate sequences, intended to convey information and/or produce an aesthetic response in the viewer”. It can be concluded that comics are a combination of text and picture to tell a story or information.

Studies investigating by Liu (2004) states that on their journal whether the use of comic strips significantly improves the performance of low-level students but had little impact on the performance of high-level participants. This study suggests that the reading comprehension of the low-level students greatly facilitated when the comic strip repeat the information present in the text. Another study investigating by Merc (2013) states that the effect of comic strip using on reading comprehension of EFL students. These studies find that high proficient students significantly better than low proficient students.

In the context of Indonesia, studies on the use of comics have focused on writing skill. Studies investigating by Purwanitasari (2010) found that the effect of using comic strips to improve the ability of students of junior high school in Malang in writing recount text, another study investigating by Karunia (2011) found that the effectiveness of using comics in teaching writing narrative text. So

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the writer expects that using comic strips give more contribution to the development of teaching reading.

The present study investigates whether or not the use of comic strips is effective in teaching reading comprehension of narrative texts in junior high school and to find out students' responses toward the use of comic strips in improving students' reading comprehension of narrative texts.

## **1.2 Scope of the study**

The study will only focus on investigating whether or not the use of comic strips is effective to improve students' reading comprehension of narrative texts and to find out students' responses toward the use of comic strips in improving students' reading comprehension of narrative texts.

## **1.3. Statement of the problem**

The study is conducted to answer the following questions:

1. Can the use of comic strip in teaching reading improve students' reading comprehension of narrative texts?
2. What are students' responses toward the use of comic strips in improving reading comprehension of narrative texts?

## **1.4 Aims of the study**

The study is aimed to see if the use of comic strips is effective to improve the reading comprehension of narrative texts and to find out students' responses

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toward comic strips in improving students' reading comprehension of narrative texts on junior high school.

## 1.5 Research methodology

### 1.5.1 Research Design

This study is quantitative in nature. It uses quasi experimental design. Hatch & Farhady (1982: p. 24) state that quasi experimental design is practical compromises between true experimentation and the nature of human language behaviour which we wish to investigate. Best (1989) states that this design is used to test the hypothesis by acquiring valid conclusion of the relationship between independent variable and dependent variable.

The experimental design in the study is described in the following table:

**Table 1.7.1**

**The Quasi-Experimental Design**

Group	Pre-test	Treatment	Post-test
Experimental	Xe 1	T	Xe 2
Control	Xc 1	O	Xc 2

Xe 1 : Students' reading scores of experimental group on pre-test

Xc 1 : Students' reading scores of control group on pre-test

T : Comic strips treatment

O : Non- Comic strips treatment

Xe 2 : Students' reading scores of experimental group on post-test

Xc 2 : Students' reading scores of control group on post-test

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### **1.5.2 Data collection procedure**

The data were collected from pre test and post test administered to students. The purpose of the test is to measure the students' comprehension in reading. Pre-test was administered in the beginning, and post-test was held at the end of the treatment. The value of its validity and reability is required before applying the instrument to experimental and control group. In addition, an observation and interview were conducted at the end of the study to find out the use of comic strips improve students' reading comprehension of narrative texts.

### **1.5.3 Data analysis**

In analyzing the data, several statistical processes are involved in this study. The first step is analyzing the validity, reliability, difficulty index, and discrimination index of the instrument. The next step is by using the statistical formula *t*-test to analyze the experimental and control groups' scores in pre-test and post-test in order to find out whether there is significant improvement in students' scores or not. In addition, to find out the result of students' responses toward the use of comic strips in the learning process, the percentage scale formula by Riduwan (2009) is administered to calculate the percentages of students' responses. Then, in interpreting the results, response percentage classification by Ali (1985 cited in Rahmawati, 2011) is conducted in this study.

## **1.6 Clarification of terms**

### **1. Effectiveness**

Effectiveness is measured based on t-test, which determines whether there is significant difference between the means.

### **2. Reading**

Reading is the process of constructing meaning from written texts.

### **3. Reading Comprehension**

Reading comprehension is defined as the level of understanding of a writing text. In this case reading comprehension allows them to understand what text being written.

### **4. Comic Strips**

Comic strips are juxtaposed pictorial and other images in deliberate sequence intended to convey information and or to produce an aesthetic response in the viewer (Mcloud 1993:9)

### **5. Experimental research**

Experimental research is the study of testing or finding out whether or not two variables have a cause effect relationship. In the research, the dependent variables students contribution and independent variable consist

of two method is called experimental group and another one which in contrary is called control group.

## 6. Narrative

Narrative is telling a story. Its social function is to entertain or amuse the readers. (Sadler and Hayllar 2000),

### 1.7 Organizations of the paper

The paper will be presented into five chapters. The chapter will be subdivided into subtopics that will elaborate the issue given.

- Chapter 1 is Introduction. It comprises background of the study, scope of the study, statement of problems, aims of the study, research method, data collection, data analysis, clarification of terms, and also organizations of the paper.
- Chapter 2 is Theoretical Foundation presents the theoretical foundation on the issue that is relevant to the present study.
- Chapter 3 is Research Methodology. It comprises method of research, the data collection, and data analysis.
- Chapter IV is Findings and Discussion presents the result of data collection, data presentation, explanation the result of data analysis.
- Chapter V is Conclusions and Suggestions which draw conclusion from this study and gives suggestion.

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