

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presented the background of the study, the problem of the study, the objective of the study, the scope and limitation of the study, and the significance of the study.

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

People in the world speak a variety of languages. An international language is required to promote communication between people from various countries. English is one of the worldwide languages that is widely used as a worldwide language for some reason. First, some countries use English as their native language (Norton & Nero, 1997). Then, some of them apply English as their foreign languages (Broughton et al. 2002). For example, English as a communication tool and as a compulsory subject in Indonesia.

English as an extraneous language is stated as an obligatory study in junior and senior high school in Indonesia. According to Zein et al. (2020), English is taught as a required subject in junior high schools, senior high schools, and vocational high schools. English was also made as a required subject in secondary schools in the administration of the Ministry of Religious Affairs such as in Madrasah Tsanawiyah and Madrasah Aliyah. Therefore, English automatically became one or another second language for people who simply spoke Indonesian

or the third language for the common of Indonesians who already spoke both Indonesian and a local language.

English skills are commonly divisible into receptive skills and productive skills. Productive skills implicate the creation of messages in orally and writing. Speaking and writing are included in productive skills. Meanwhile, receptive skills are English language skill which involves students afford to accept messages in the form of spoken or written language. Therefore, listening and reading are categorized as receptive skills.

Most language teachers provide reading materials in their class particularly when they teach English as a foreign language. The strategy used to comprehend the reading text would make the students comprehend the text's content (Kirk Kilic & Akyol, 2007). According to Khasawneh (2021), reading is an important part for the success of any student in the basic stage. Therefore, comprehending the text is considered identically valuable to gain the context of the material.

However, there are several reasons why students are less on reading. First, students are less efficient in reading because they feel uninterested and less active in the learning process. Second, the teacher learning strategies that used whereby some teachers still use an old method and strategy in teach reading. Their classroom environment is dull and boring. It makes students are not attentive to learning materials. As a consequence, their ability in reading comprehension is still far from the expected goal (Anida, 2019).

Teaching reading skill should be centered to comprehend the text. A teacher should select proper method to make students easier to understand the material and they should compose interest in learning process. An exciting learning condition arise their imaginative. Therefore, a professional teacher should be able to solve and implement good teaching technique. In order to make it works well, teachers need to use several kinds of media to teach English such as picture, game, song, poster, realia, and etc (Hibbing & Erickson, 2003).

Comic strip is one of the media in comprehending the reading texts which is more attractive and reduce the boredom from the conventional texts that given daily (Anida, 2019). Discussing that problem, the researcher stated that the teaching English on reading skill with using comic strips is one of teaching assistance that creates the opportunity to study English more fun. Comic strips are merging pictures and sentence that will support the students to comprehend the content and context that teacher has taught easily. By using comic strips, the researcher expected that it be able to encourage students to read and concentrate to the material and to make a fun learning in English.

Churiyah et al. (2020) stated that when facing the COVID-19 pandemic, the government made a policy that is learning conducted at home online in order to prevent the virus spread. However, online learning is not that easy because the learning objectives must also be carried out entirely through the online media, such as the existence of apperception, the delivery of material, the question and answer process, and evaluation activities as well. This online learning design must also be accompanied by proper preparation from the school committee, teachers, students,

as well as the parents. Therefore, the researcher selects to apply comic strips as a media to be used in improving students' reading comprehension.

Based on the problem discussed, the researcher takes title of this research “The Use of Comic Strips as Media to Improve Students’ Reading Comprehension of Narrative Texts at SMA Bahrul Ulum Bontang”.

### **1.2 The Problems of the Study**

Based on the background of the study, the researcher proposes some research questions:

1. Does the use of comic strips significantly improve students’ reading comprehension?
2. To what extent can comic strips be used to improved students’ reading comprehension?

### **1.3 The Objectives of the Study**

Based on the research question above, the objectives of the study are as follow:

1. To figure out whether the use comic strips significantly improve students’ reading comprehension.
2. To demonstrate the extent of comic strips to be used in improving students’ reading comprehension.

### **1.4 The Scope and Limitation of the Study**

The scope of the research limited to the subject and object being investigated. The subjects of this study were students of class XI SMA Bahrul Ulum Bontang for

the academic year 2021/2022. The use of comic strips as a media to improve reading comprehension of narrative texts were the object of this research.

### **1.5 The Significance of the Study**

The result of this study supposed to offer significance as follows:

#### **a. For Teachers**

The study provides benefits to determine appropriate learning media to teaching reading skills and improving the outcomes in reading. The teacher can implementing comic strips by used the procedure in this study. Moreover, the teacher can also learn from this study to know how to improve students' reading comprehension by using comic strips in learning English.

#### **b. For Students**

This study is supposed to increase students' motivation and comprehension in learning English, particularly in reading. The students can learn about the strategies to help them improve their reading comprehension and could also learn how to improve their reading comprehension by using comic strips in learning English.

#### **c. For Schools**

This study is supposed to become a consideration in making policy to increase the excellence of the teaching and learning process, especially in the terms of strategy of teaching, media of teaching, and classroom environment.

#### **d. For Future Researchers**

To other future researchers, this research can be useful as a reference for conducting identical research in the future. They could learn methodology that used in this study and adopt it on their future research.