

CHAPTER II

REVIEW OF RELATED LITERATURE

The following provides an overview of the theoretical framework from a study on the use of comic strips in improving reading comprehension:

1.1 Theoretical Framework

1.1.1 Reading Comprehension

According to Nugroho et al. (2019), reading comprehension is the ability to read the texts, process it and understand its meaning. An individual's ability to comprehend texts is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interfere with their ability to comprehend what is read.

Reading comprehension is crucial not just for understanding text, but for learning more generally and, thus, education more broadly. It is also requisite for social activities because of email, texting and the numerous web applications that people use on an everyday basis (Oakhill et al., 2019). There are three kinds of reading; extensive reading, intensive reading, and critical reading. The following description will describe those three kinds of reading:

A. Extensive Reading

While it is important for students to read extensively outside of the classroom, this is not always the case. As according their level of reading and interests, pupils

should read books they can grasp. Reading for joy is just one of the many reading purposes. When the readers read the sources outside of the classroom, this goal can be conveniently covered. This sort of goal is similar to in-depth reading. Outside of class, students are allowed to peruse books, websites, newspapers, magazines, or any other source of information.

B. Intensive Reading

Intensive reading is an activity that, typically carried in the classroom, requires students to focus on reading text structures such as grammar, word meaning details, and vocabulary. The focus of reading text is to actually understand the texts being read. The translation method can be utilized to verify whether or not L2 students comprehend the texts. The language qualities that are studied in the course will also be decided by intensive reading.

C. Critical Reading

According to Kosimov (2022), critical reading is a skill that analyzes, interprets and evaluates the reading materials which helps to develop student's critical thinking skills. The purpose of critical reading is to form judgments about the accuracy, validity of reading materials and how it works based on correct criteria or standards.

There are several types of texts that the researcher mentioned as follow:

1. Narrative is a kind of text in order to entertain the readers and teaches history, and imaginary stories.
2. Texts that recount prior events or experiences are called recount texts.

3. Descriptive text describes someone or something such as a place picture, or people.
4. Report text is a text that gives factual information to the reader.
5. A spoken or written text that tries to convince its audience that something is true is an analytical exposition text.
6. Hortatory exposition is a type of text that is intended to explain the listeners or readers that something should or should not happen or be done.
7. Factual text that informs readers about current occurrences that are noteworthy or significant is known as news item text.
8. Explanation is to explain the processes involved in the formation or working of natural or socio-cultural phenomena.
9. Procedure is a text that designed to describe how something is achieved through a sequence of action or steps.
10. Anecdote is a text based on a real incident with actual persons, whether famous or not, usually in an identifiable place.
11. Spoof is a text which tells story that happened in the past with an unpredictable ending.

The most prevalent way that a language is set up to serve a certain function is through the use of text types. These frameworks are employed by authors and presenters to aid readers or listeners in understanding the content. In this study, the researcher focus on used narrative text type.

1.1.2 Narrative Texts

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events (Purba, 2018).

1.1.3 Purpose of Narrative Texts

The basic purpose of narrative is to entertain, gain, and hold a reader's interest (Mubarok, 2012). The students not only be entertained by narratives, but they can also make a story by their imagination.

1.1.4 Generic Structure of Narrative Texts

Four components, namely orientation, complexity, resolution, and re-orientation, form up the basic structure of narrative texts. The researcher should be able to give the background of the story, including the time and place setups as well as the character introductions (orientation). The reader has to be reintroduced to the main character's problems as on the ce researcher has set up the story's background in order to direct the reader towards the story's conclusion (complication). Telling the readers if the issues are resolved joyfully or tragically would be additional information to include (resolution). Last but not least, the novel need to impart any worthwhile lessons that might have an effect on the readers' personalities or thoughts on society (re-orientation).

1.1.5 Language Feature of Narrative Texts

According to Mislaini (2015), there are language features of narrative text:

1. Use simple past tense.
2. Adverb of time (long time ago, once upon a time, once).

1.1.6 Types of Narrative Texts

Stories of animals behaving like people are found in fables, fairy tales, mysteries, science fiction, romance, horror, and legends, among other narrative text genres.

1.1.7 Comic Strip

Wang and Liu (2021), indicated the comic strip, commonly known as "comic book", a combination of pictures and popular art reading, is the 20th century China's emergence of a new unique art form. From the basic characteristics of the comics, its history can be said to be a long time ago, in the Han Dynasty or even before, there have been many pictures to show the story of the comic strip prototype. Dunhuang frescoes are also a form of comic book painting, which presents an inspiring story with a continuous number of pictures. The Twenty-four Filial Piety Chart of China also tells the story of twenty-four filial sons in ancient China by means of graphic narration. In the long history since then, the basic features of comic strips have been constantly enriched and developed from the aspects of subject matter, an art form, serial number, and publication scale.

Annisa and Nst (2020), stated that a comic strip is an artwork that contains characteristics, events in picture form which can be humorous, adventurous, etc.

In addition, a comic strip is a story that is assembled from a series of images to form a story.

1.1.8 Correlation between Comic Strip and Reading Comprehension

According to Liu in (Merch, 2013), comic strips are a story series of a picture inside boxes. Comic strips deliver messages by story line and pictures. It has several advantages for students such as: to comprehend the contents of the text, to improve their ideas, increasing their interest in reading.

Reading a text with understanding is referred to as reading comprehension. Understanding written text necessitates correctly extracting the data it contains. Making any sense through reading skills involves coordinating a variety of complicated processes, like word reading, context understanding, and smoothness. When kids read for pleasure or simply because they have several good reasons to, reading comprehension is more than likely to happen.

Based on two main definitions of comic strips and reading comprehension, it is possible to make a conclusion that comics are one of the media that let people's to understanding of what they were reading. It was proved in several previous studies which resulted that the students' reading comprehension are better when they are helped by visual picture in comprehending the written text (Merc & Kampusu, 2013). Moreover, the recent study shown that reading comprehension became more effective when the students use comic strips media rather than conventional media which only show full written text (Rengur & Sugirin, 2019).

1.2 Previous Studies

This study sought to determine the efficacy of employing comic strips to improve students' reading comprehension in comparison to the previous study by Rengur and Sugirin (2019). Two eighth-grade SMPN 1 classes from Pundong, Bantul, and Yogyakarta served as the study's sample, which was separated into an experimental group and a control group. Study was utilized in a quasi-experimental setting. In their analysis, researchers used comic strips as individual variables and students' reading comprehension as a dependent variable. Pre-test and post-test were employed in the study's data collection. The data analysis was ANCOVA. According to studies, comics were more helpful than traditional media in helping students understand what they were reading.

The very next study by Nafisah and Pratama (2020). According to the study, using comic books in the first grade at MA. Raudlatusslibyan NW Belencong can increase students' interest and reading comprehension. Classroom Action Research mixed qualitative and quantitative research methodology (CAR). The first-grade pupils in class A, which has 20 students, were the study's subjects. Learning and teaching progress among students has risen since the comic strip's implementation. The majority of students think that teaching English through comics engages pupils and helps boost their desire to study. The primary determinant was their desire to study English in high school through comic books and the relevance of that learning to their current employment.

Thirty students from SMP N 6 Pupuan were the subjects of a Classroom Action Research (CAR) study by Putri et al. (2021). Two cycles of study were

undertaken. Each cycle has four steps to it. Before incorporating comic strips into the students' learning, the researcher conducted a pre-test to gauge their level of proficiency. Two meetings, including a post-test I and material distribution, made up the first cycle. The second cycle included two meetings, information distribution, and a post-test II. Only 9 pupils out of all exam takers met the minimum mastery standard (Kriteria Ketuntasan Minimal). In post-test I, there were 15 students; in post-test II, there were up to 30 students. Their study's findings led them to the conclusion that training students to read narrative texts by employing comic strips can increase their reading comprehension of these materials.

The researcher determines how this study differs from earlier studies. The participants were junior high school students in the research from Rengur and Sugirin (2019) and Putri et al. (2021). Senior high school students are the research participants in this study. In contrast to the Classroom Action Research (CAR) that was undertaken in Nafisah and Pratama (2020) and Putri et al. (2021) research, the researcher in this study used a Quasi-Experimental design.

1.3 Conceptual Framework

Many challenges are found when learning English because it is not an Indonesian pupil's original language and is used in very limited situations such as the place, time, and environment. According to Ganie and Rangkuti (2019), as a student, the ability to read and understand texts is very important to get the information contained in the texts. Therefore, improving the quality of students' reading comprehension is needed to help not only in terms of English language learning, but also to improve the quality of students' overall knowledge. It is

important for the teacher to take consideration in order to solve the problem and to improve the students' achievement in reading comprehension.

The achievement of reading comprehension depends on how the teacher could overcome the problem. As a teacher uses several kinds of interesting media in order to make the implementation of their lesson plan work well is needed. One of the mediums that can be used is comics. Comics are a series of drawings that tell a story. Instead of showing students a full page of texts, comic books are much better because there is a visual explanation attached to the story. The researcher in this study uses comic media as teach narrative texts. Students will learn more effectively and with greater enjoyment if narrative text reading comprehension is taught via comic books.

The figure of conceptual framework is shown below:

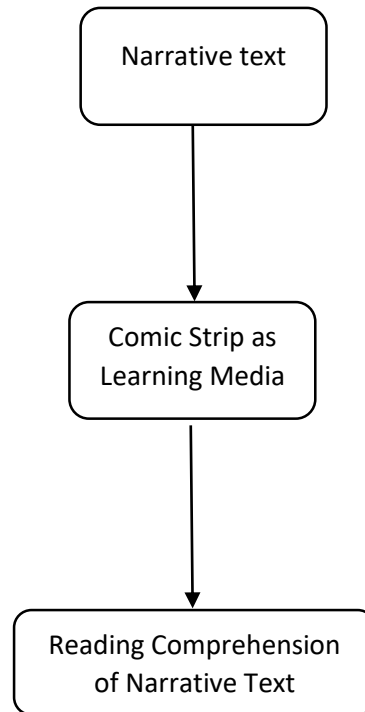


Figure 1 Conceptual Framework

1.4 Hypotheses

The effects of using comic strips in teaching reading comprehension of narrative texts are the base again for research questions that will be made forth in this study. There are two types of hypotheses:

1. The null hypothesis (H_0)

The use of comic strips does not significantly improve students' reading comprehension of narrative texts at SMA Bahrul Ulum Bontang.

2. Alternative hypothesis (H_a)

The use of comic strips significantly improves students' reading comprehension of narrative texts at SMA Bahrul Ulum Bontang.