CHAPTER I

INTRODUCTION

This chapter is intended to provide an overview of the study. It contains background, research questions, research objectives, significances of study, rationale, hypothesis, and previous studies.

A. Background

Reading activity will be more interesting if the readers are able to interpret what they read. The extent of reader's knowledge will affect how well they interpret and comprehend the passage. Meanwhile, Harmer (2002: 201), reading in other words exists because we have some kind of utilitarian or some instrumental purposes in our mind.

Students have chosen what they read for themselves, whether it is for pleasure or general language improvement. For instance, someone who loves sports only read the sports article of the newspaper or magazine. On the other hand, students who learn English language will read all the passages of their English books, beacuse they ought to fulfill their assignment and for language learning improvement.

In real teaching practice, the research also found some problems in the learning process. One of them is reading ability. The students' difficulties in reading were found many new words that they can't guess the meaning of the text, main idea, and the writer's intention of writing the text. So the research do some reading tests that are unknowingly unknown to the students, the teacher gives a text to the students and in the text there

are questions that must be answered by the students. The result can be calculated that approximately 5 of the students were that get 70 and 25 of the students were failed do not get score above KKM or 70.

The purpose of this research wants to make students enjoy in reading class, start from the things they love, like read some comics. There are many pictures in comics, so students can understand the text by looking at the pictures or situation that is in the text. Contrary to the view of some writers (Wertham, 1954), research shows that "comic book readings do not replace other kinds of reading. Comic book readers, in general, read as much as non-comic book readers" (Witty, 1941; Heisler, 1947; Bailyn 1959; Swaim, 1978) and the results of one study suggest that comic reading and other kinds (Blakely, 1958).

A previous research written by (Delp & Jones, 1996) is about the cartoon illustrations to improvement of reading comprehension. On the other hand, the research is to improve students' comprehension use boruto comic. The researcher used different method and different media, researcher used quasi experimental method to know the significant differences using Boruto comic. The researcher used media that was different from the previous study, this study used Boruto comic

From the above definition, this research focuses on improving students' reading skill through boruto comic. Through the English comic, researchers hope that students will have better reading skills, and especially in reading comprehension. Finally, tittles of this research is

"THE USE OF BORUTO COMIC TO DEVELOP STUDENTS'
READING ABILITY IN NARRATIVE TEXT".

B. Research Questions

From the description above, this study intended to answer two
following research questions:

1. What is students' ability in reading using Boruto comic in narrative text?

2. What is students' ability in reading without using Boruto comic in
narrative text?

3. How significant is the difference between students' reading ability using
and without using Boruto comic?

C. Research Objectives

From the research question above, this study is aimed at obtaining
two following objectives.

1. To identify the students' ability in reading using Boruto comic in narrative
text.

2. To identify the students' ability in reading without using Boruto comic in
narrative text.

3. To identify the significant influence of using boruto comic to develop
students' reading ability in narrative text.

D. Significances of the Research

The study is significant at least in three areas including theory,
practice and professional aspect. *Theoretically,* the result of this study can
develop the students' reading ability and can increase the new knowledge

about reading ability in narrative text by using Boruto comic. *Particularly,* this research is useful for the teacher to give some materials to develop the students' reading ability by using Boruto comic and can provide an alternative in teaching English to know how far the students' reading ability. In particular, teachers can use Boruto comic as a media when doing reading exercises. Students are expected to develop their reading using Boruto comic and develop reading ability in narrative text for some exercises. *Professionally,* this study is also expected the teacher to be creative in selecting the appropriate material to engage the students in reading activity and to assess students' reading in the classroom.

E. Limitation of the Study

The study works in area of reading ability in narrative text through Boruto comic. Narrative is a story which is connecting with incident or an action. According to Knapp and Watkins (2005: 246), "Narrative is recounting or recalling past event is written in past tense". Alexandro and Cooper (1988: 420) states, "Narration is a basic writing strategy for presenting action". The accident is tolled like really happen. It means that the students have to understand the whole content of text in order to get the point and be able to answer the question from the text.

The limitation of the study is focused on ability of the seventh grade students of SMP Triyasa Ujung Berung in understanding reading ability in narrative text especially in plot of story, characteristic the actor

or actress, setting of story, moral value, theme of story and understand the structures and textual reference of the text that they have read.

F. Rationale

Reading is an interaction where reading correlation between text with reader self. It means that between text and reader can not be seperated. As brown (1994: 284) says: "the reader brings information, knowledge, emotion, experience and culture to the printed word".

Walker (1998) at Harmer states "it seems contradictory to insist that students "read for meaning" while simultaneously discouraging them for trying to understand the text at a deeper level than merely gist" (2002: 214). It seems clear that students need some accommondation to develop their reading skill (such as the ability to understand the general message without understanding every detail), and their natural urgue to understand the meaning of every single word.

In teaching learning process, media is most useful and support in produce the student is the best and high quality. Every act in teaching learning certain needed media as tools that can be motivator in learning. There are many kinds of media in education namely audio media, visual media, and audio – visual media. Like gravis media such as picture or photo, sketch, diagram, chart, graphs, cartoon, poster, comic, flannel board it all are part of visual media which just can be seen, in contrast, there are audio media where this media just can be heard like radio, recorder, etc (Sadiman, 2003: 28).

Teaching reading needs media to easiness learning process such as using comic in reading process. Using English comic can help the students their ability in reading and its so values of their interest in using English comic to read. Text is part of visual media that can helping readers to improve their reading is fluency.

This research tries to chance the mindset of students if reading is not difficult, reading is fun, reading is something interest that make students get some knowledge. Researchers use a comic as a media reading pleasure for students. Krashen (1993) suggests that comic book reading and other kinds of light reading may serve as an important bridge from every day "conversational" language to what Cummins (1991) terms "academic language". This view is supported by studies showing that comic book texts contain more rare words than ordinary conversation does (Hayes and Ahrens, 1986). Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be learned and understood fast with the use of comics

Bistari (2001) said the teaching system is still monotonous, there is no challenge, the absence of varied learning, and the learning process doesn't create an atmosphere of competition among students which ultimately leads to low reading skills in general. So the author will make the class more interesting, using comic media. so that students are more

enthusiastic to follow the lessons that are in the classroom, and all activities during the learning process.

Therefore, this research used the Boruto comic as a media in reading ability to develop the students' reading ability in narrative text. The researcher tries to make reading is enjoyable with present some English comic as a reading pleasure and the implementation of reading pleasure are students can understand some texts in English.

G. HYPOTHESIS

According to Hatch and Farhady (1982), the hypothesis is a tentative statement about the outcome of the result. The hypothesis must experiment and logical-based or explained. The relationship between variables should be stated in a clear term. Furthermore, the hypothesis can make clear questions that will be researched. This research has two variables; the first is boruto comic as the "X" variable, and the second is students' reading comprehension in descriptive text as the "Y" variable. The relation of the research hypothesis is proposed as follow: "THE USE OF BORUTO COMIC TO DEVELOP STUDENTS' READING ABILITY IN NARRATIVE TEXT."

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

Ha: There is a significant development in students' reading ability in narrative text after using Boruto comic.

Ho: There is no significant development in students' reading ability in narrative text after using Boruto comic.

H. Relevances of The Research in The Use of Boruto Comic in Reading Comprehension

This research is about the development of reading interest in junior high school students, through English comic media for grade VII students Triyasa Junior in Ujung Berung Bandung.

The first is the study from (States, 2004) Effects of Comic Strips on L2 learners reading comprehension that this article reports on ESL learners' reading comprehension. The students' proficiency levels are considered to be low-level students and a high-intermediate-level proficiency group (high-level students).

The second is the study from Edith Z. Sperzel The Effect of Comic Book on Vocabulary Growth and Reading Comprehension The results of this study are about whether comic books can be taught to children and whether comic books can be taught in the classroom as a medium of learning to children. Apparently, the comic book can be taught to children to make children love reading and improve reading comprehension

The third is the study from Assist. Prof. Dr. Ali. MERC The Effects of Comic Strips on EFL Reading Comprehension that analyzes show that all students with a comic strip effect, regardless of proficiency and text levels, performed better than the ones without the comic strips.

The findings of the study confirm the Dual Coding Theory (DCT) on the account that students are better at comprehending reading texts that are accompanied with visuals.

The fourth is the study from (Northcote, 2011) Will Aesthetics English Comic Books Make Junior High School Students Fall in Love with English Reading? That analyzes reading English comic books also facilitates their ability of visual literacy. Comics should be offered to children as reading materials because visual literacy is increasingly a greater part of our lives in the 21st century. Therefore, instructors shouldn't worry that pictures may hinder students' reading comprehension; instead, pictorial representation may promote their abilities of visual literacy.

In sum, integrating comics into language instruction will become more and more popular in the future because it plays an important role in cultivating the learners' abilities of visual literacy. Moreover, to enhance its effects, instructors need to balance the instruction time, select proper English comic books and offer additional help to the low-proficiency learner.

What distinguishes this research from previous research is, the research tries to examine using English Comic to develop reading ability especially in narrative text in grade VII students of Junior High School.

The research measures their development through students' preferences in reading comics as a medium to increase the reading interest of students.