

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the research background, research questions, research purposes, research significances, research framework (rationale), hypothesis, and research previous studies.

#### **A. Background**

Reading is one of the skills in English learning besides listening, speaking, and writing. In Indonesia, reading comprehension is a part of English subjects in the school's curriculum. Further, Indonesian EFL students may assume reading English text is more challenging as their mother tongue. According to Sunggingwati & Nguyen (2013), reading in a second or a foreign language becomes more challenging, because it is only taught through grammar. Besides, they also found that students do not have habitual action to read English text outside the classroom activity. Furthermore, to improve student's reading comprehension, students' enthusiasm in practicing reading is required. Moreover, the lack of knowledge to comprehend English text is one of the problems; students tend to face the difficulties on vocabularies, structures, background of knowledge or contextual issues in comprehending an English text (Sunggingwati & Nguyen, 2013). Therefore, teachers require facilitating them by giving reading technique in order to gain students' reading comprehension.

Moreover, students should be able to comprehend reading text in order to fulfill curriculum objective. Based on English syllabus of ninth grade of 2013 curriculum, students are expected to comprehend some English text types, including narrative text. The basic competencies of narrative text which are required to be mastered by ninth grade students are: (a) Understanding social functions, text structures, and linguistic elements from narrative texts in the form of folk tales, according to the context of their use (b) Capturing the meaning of narrative, oral and written texts, in the form of folklore, short and simple (Kemendikbud, 2016). Furthermore, narrative text offers challenges to be

comprehended by students; students should follow chronological order of the story (Rebecca, 2003).

According to English teacher interview during observation at SMPN 31 Bandung, it found that students' reading comprehension results are vary, but 60% of students got difficulty in answering reading comprehension questions. Besides, when a questionnaire about the most difficult skill in English and the learning problem is conducted, one of the dominant answers is reading skills, and the problem is the lack of variation while learning; the activities in the classroom were not interesting to the students. It might cause them difficult to follow the story or understand the text.

Knowing reading comprehension as one of the important parts of curriculum objectives in Indonesia, there should be a way in order to solve the students' difficulties in comprehending English narrative text. One of the way is the teacher may use different technique which is assessed as an interesting technique to do in the classroom activity; the one that can be implemented is storyboard technique.

Storyboard allows students to learn content material by using a combination of linguistic and visual representations of their understanding (Abraham, S, 2008). Moreover, storyboard shows students' comprehension of the text because storyboarding activity is done by understanding the story in chronological (Bruce & Chiu, 2015); therefore this technique might improve students' interest and comprehension on reading narrative text. Moreover, in teaching reading narrative text using storyboard technique, teacher could apply these steps (Naar, 2013):

- a. The teacher instructs the students to divide blank white paper into many (five to six) sections
- b. The teacher asks the students to read narrative text given by the teacher
- c. The teacher assigns the students to re-create key events on the text into storyboard in 20-30 minutes. The students may allow using markers, crayon, and colored pencils, or they use regular pens and pencils
- d. After the students have finished their storyboard, the teacher asks them to share their drawings with the classmates, so they can discuss, both similarities and differences, how they visualize the events of the text

- e. The teacher lets the students to make correction on their storyboard after having discussion with their classmates

Storyboard technique has been studied by previous researchers, the first study was done by Naar (2013). This study was conducted to help a group of six limited-proficient students of English (newcomers) to improve their reading comprehension of English novels by designing storyboards, the result of this study showed that storyboards can have a positive impact on English language learners with limited language proficiency. The second study was done by Bruce & Chiu (2015). The result of the study showed that having students create visual storyboards for literature and movie scenes can improve students' reading skills. The third study was done by Anastasia & Al-Hafizh (2013). The study was conducted to improve students' motivation in learning activity. The result showed that storyboard is effective in improving students' learning activity, especially in writing.

Those previous studies used storyboard as the treatment in the classrooms; those are the same with this study, but there are some differences. The differences are: the first study is conducted to improve students' reading comprehension on English novel by using storyboard; meanwhile this study focuses on the simple and short narrative text. The second study is conducted to improve students' reading skills by storyboarding literature and movie scene; meanwhile this study uses storyboard on the simple and short narrative text. The third study uses storyboard to improve writing skills; meanwhile this study uses storyboard to enhance reading comprehension. Therefore, this study is entitled “**Teaching Reading by Using Storyboard to Improve Students' Reading Comprehension of Narrative Text**”.

## **B. Research Questions**

1. What is the students' reading comprehension result before using storyboard?
2. What is the students' reading comprehension result after using storyboard?
3. How significant is the improvement of students' reading comprehension after using storyboard?

## **C. Research Purposes**

1. To know the students' reading comprehension result before using storyboard
2. To know the students' reading comprehension result after using storyboard
3. To know the improvement of students' reading comprehension after using storyboard.

## **D. Research Significances**

### **1. Practical Significance:**

- a. For students, this research is expected to motivate students in improving their ability in reading comprehension and helping students to cope their difficulty in reading activity.
- b. For teachers, the results of this research can give conceptual contribution to determine an election of technique in teaching reading comprehension.
- c. For the researcher, this research can increase the researcher's knowledge. Besides that, this research can be used to apply the theory obtained during the researcher's education at UIN SGD Bandung.

### **2. Theoretical Significance:**

The result of this research is expected to be able to give much more knowledge in the theory of learning a language, especially in reading activity through storyboard.

## **E. Research Framework (Rationale)**

This study is conducted to find out the result of storyboarding on reading comprehension of narrative text. Reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context (Wixson, et al., 1987, as cited in (Gilakjani & Sabouri, 2016). Moreover, Van Dijk (2006) defined reading comprehension as the process of creating meaning from text. From the experts' explanation, the purpose of reading comprehension is to gain an understanding of the text.

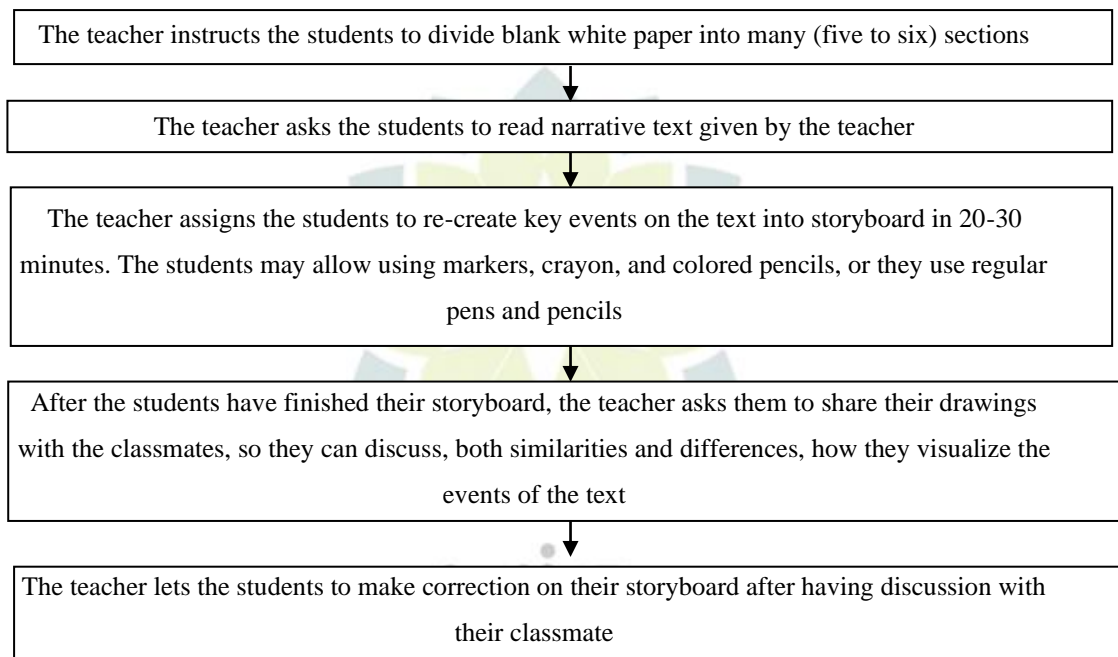
According to Sunggingwati & Nguyen (2013), reading in a second or a foreign language becomes more challenging, because it is only taught in the classroom. Besides, they also found that students lack of interest in reading English text outside the classroom activity. Therefore, it may affect their reading achievement in the class. Further, the lack of knowledge in comprehending English text is one of the problems; students face the difficulties on vocabularies, structures, background of knowledge or contextual issues in comprehending an English text (Sunggingwati & Nguyen, 2013). Moreover, based on English syllabus of ninth grade of 2013 curriculum, students are expected to comprehend some English text types, including narrative text (Kemendikbud, 2016). Therefore, reading technique is required in order to improve students' interest and comprehension on reading a text, especially narrative text. Narrative text is to amuse and teach a lesson or moral value to the reader in chronological order (Pardiyono, 2007).

Knowing reading comprehension of narrative text as one of the important parts of curriculum objectives in Indonesia, there should be a way in order to solve the students' difficulties in comprehending English narrative text. One of the ways is the teacher may use a technique which is assumed as an interesting technique to do in the classroom activity; the one that can be implemented is storyboard technique.

Storyboards are a means to graphically represent layout, organization, content, and linkages of information to create a conceptual idea of the information, location, meaning, and appearance (Varvel, V. E., & Lindeman, M,

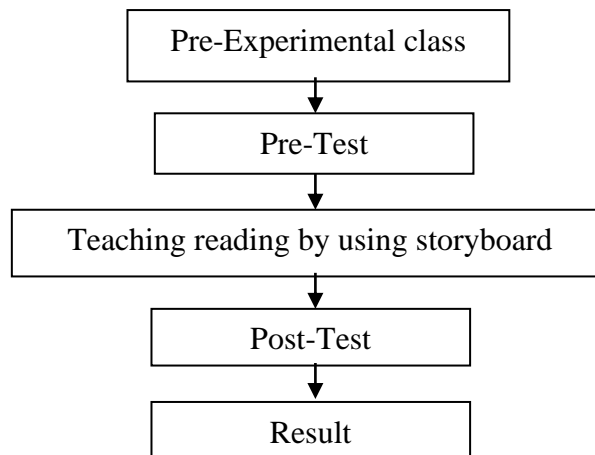
2005). In addition, storyboarding improves the students' organization, time management, and planning; it allows students to organize their ideas and picture them before they write them using words (Doherty, J., & Coggeshall, K., 2005). This may help teacher to see and analyze students' comprehension by looking at their illustration. The stages to use storyboard divided in several meetings (Naar, 2013):

**Chart 1.1 The Stages to Use Storyboard**



In conducting the research, this research has one class to receive the three steps of research: pre-test, treatments, post-test. Moreover, the purpose of this research is to find out the improvement of students' reading comprehension result of narrative text after implementing storyboard technique; the research schema as follows:

**Chart 1.2 Research Schema**



#### **D. Hypothesis**

According to Creswell (2014), there are two hypotheses in experimental study, which are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ). Null hypothesis is a prediction if there are no difference results of students' achievement between before and after treatment. Besides, alternative hypothesis is a prediction that there are difference results of students' achievement between before and after treatment. It can be concluded that if the null hypothesis is accepted, there is high probability if storyboard using is not effective on increasing students' reading comprehension of narrative text, vice versa.

$H_a$ : There is significant improvement on students' reading comprehension of narrative text using storyboard technique

$H_0$ : There is no significant improvement on students' reading comprehension of narrative text using storyboard technique

#### **E. Previous Researches**

Storyboard technique has been studied by previous researchers, the first study was done by Naar (2013). This article reports on a study developed in order to help a group of six limited-proficient students of English (newcomers) to improve their reading comprehension of English novels by designing storyboards, a type of graphic organizer that condenses both images and scripts. The investigation was carried out in a public school in the state of North Carolina, United States, and

lasted eight weeks. The following instruments were implemented in order to measure the impact of this investigation: two pre-tests and two posttests, a teacher's journal, students' portfolios, and the results of a reading benchmark. Data were analyzed using cross tabulation and coding of the data collected. The results revealed that storyboards can have a positive impact on English language learners with limited language proficiency.

The second study was done by Bruce & Chiu (2015). This study is conducted for students to create visual storyboards for literature and movie scenes. In using storyboards, students learn a strategy that allows them to closely read a text. The activity provides an alternative, particularly for those visual learners, to show their understanding of a text in graphic rather than written form. Bruce often found that even when not using a storyboarding activity for a class text, students who have worked on storyboarding in the past will use the languages (visual, cinematic, musical, and transactional) they have learned from those activities. Most importantly, by providing a way for students to see how others read and understand texts, storyboarding helps students learn that interpretations are not fixed. Rather, they are subjective and mutable, and readers can interact with texts in a number of ways. The result of the study showed that having students create visual storyboards for literature and movie scenes can improve students' reading skills.

The third study was done by Anastasia & Al-Hafizh (2013). The study aims to explain a learning media and the selection of learning material to write descriptive English texts in Junior High School using multimedia storyboards. Storyboard here is a slide that is on the PowerPoint display. The advantage of this media is that students are helped to develop their ideas in writing descriptive text through a series of images added with video or audio, text, animation, sound effects, and hyperlinks that are broadcast through multimedia storyboards. Moreover, the study was conducted to improve students' motivation in learning activity. The result showed that storyboard is effective in improving students' learning activity, especially in writing.



Those previous studies used storyboard as the treatment in the classrooms; those are the same with this study, but there are some differences. The differences are: the first study is conducted to improve students' reading comprehension on English novel by using storyboard; meanwhile this study focuses on the simple and short narrative text. The second study is conducted to improve students' reading skills by storyboarding literature and movie scene; meanwhile this study uses storyboard on the simple and short narrative text. The third study uses storyboard to improve writing skills; meanwhile this study uses storyboard to enhance reading comprehension.

