

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, significances of the study, scope and limitation, assumption, definition of key terms, and the organization of the study.

1.1. Background of the Study

Indonesia is one of the countries which involves English in its education system. Subsequently, English is very important for Indonesian students for the taking after three reason: simple to discover high-quality job, communicating whit the universal world, and getting to logical source within the student major field. (Akbar, 2013).

Besides learning grammar, tenses, and vocabulary, students must also learn writing, reading, speaking, and listening. One of them is reading, reading as a process whereby one looks at and understands what had been written (William, 1984). Understanding what had been written implies extricating the data from it as proficient as conceivable.

Reading is what happens when individuals see at a content as relegate meaning to the written symbols in that content. In other words, the researcher assume that reading activities is individual's activities to read a content, there is interaction between the reader and the content when individuals read the content. It can be conclude that the reading could be a process to responding and understanding a written content as a bit of communication (Aebersold and Field,1997)

Gunning (2002, as cited in Nognat 2008) stated that most EFL students have problems in reading English text. Nowadays, many students feel bored to reading a text. There are a few reasons why the students are weak on reading, first, students are less effective reading, in other words, in case the student read rarely, they might have issue in obtaining lexicon. Second, students are incapable to use context clues to figure the word meaning. Last, they do not convers with English when they do not in the classroom, as a result, they do not have capacity to express their thought (Khasanah, 2016).

There are several facts that show the level of interest of reading in Indonesian students, first, the result of research from the Program for International Students Assessment (PISA) released by the Organization for Economic Co-Operation and Development (OECD) in 2015. The second, the literacy ranking titled “World’s Most Literate Nation” announced in March 2016, the product of Central Connecticut State University (CCSU).

PISA research shows that Indonesia's literacy rate is low compared to other countries in the world. This is the result of a study of 72 countries. The respondents are school children aged 15 years, the number is around 540 thousand children 15. The sampling error is approximately 2 to 3 scores.

Indonesia is ranked 62 out of 70 countries surveyed (not 72 because the other 2 countries namely Malaysia and Kazakhstan do not meet the research qualifications). Indonesia still outperforms Brazil but is under Jordan. The average score for science is 493, for reading 493 too, and for math 490. Indonesia's score for science is 403, for reading 397, and for math 386.

CCSU released the literacy rankings of world countries in March 2016. This literacy behavior ranking was made based on five country literacy health indicators, namely libraries, newspapers, education, and computer availability.

Indonesia is ranked 60th out of 61 countries surveyed. Indonesia is still ahead of one country, namely Botswana, which is on the crust of this literacy ranking. Number one is Finland, followed by Norway, Iceland, Denmark, Sweden, Switzerland, the US and Germany.

Based on curriculum 2013, there are several texts which have to be mastered by students of Junior High School. One of the text is narrative text. Related to Rebbeca (2003), a narrative text is a text which relates a arrangement of logically and chronologically related events that are caused or experienced by component. The text consist of orientation, complication, and resolution.

To understanding narrative text, most of the issue faced by the students are the lack of vocabulary that makes the students are not familiar with the word within the content or passage, difficult to get the main idea, and incapable to conclude the content of paragraph. Therefore, the researcher using comic strips as a method. Based on understanding comic strips, it can be easier and fun to learn and understanding about narrative text. As we know, comic strips is a sequence of drawings organized in interrelated panels to show brief humor, often serialized, with text in balloons and captions.

The researcher choose comic strips as media, because it is simpler, and the researcher believe that the students more interested to reading narrative text with

comics strips. As we know that if we want to explain narrative text through comics strips as media, it can make students easier to understand a text.

Based on the statement above, the researcher is interested to research about “Teaching Reading Narrative Text Using Comic Strips” at student of the eighth grade.

1.2 Statement of the Problem

Based on the background of the study above, the problem is:

1. How is the implementation teaching reading narrative text using comic strips?
2. What difficulties do the teacher face in teaching reading narrative text using comic strips?

1.3 The Objective of the Study

Related to the statement of the problem above, the objective of the study are the followings:

1. To describe the implementation teaching reading narrative text using comic strips.
2. To describe difficulties the teacher face in teaching reading narrative text using comic strips.

1.4 Significance of the Study

The result of this study will be hopefully useful for English teacher, this research can be made as a reference for the teachers who want teach reading comprehension of narrative text in Junior High School. And for further researcher,

it is better for other research to be done by another researcher to use the comic strips for Junior High School.

1.5 Scope and Limitation

The focus of this research is narrative text for eighth grade students because that material is in the curriculum of 2013. The material is packed in simple language, using effective word and sentence to make students easy to understand the point of the material.

The researcher also focus to teach with comic strip as media because comics is colorful illustration, the story and the realistic as well as interesting characters can motivated students of all age level (Sudjana and Rivai, 2009,69). If the students can be persuaded to read the story, then the purpose of the reading can be reached easily.

In the other side, the focus of researcher is SMP Nahdatul Ulama Candi because in this pandemic, many schools are closed, but in this school implementing face to face system and online system. This school also classified as a new school, therefore the researcher can apply the media and be the first one to apply comic strips in that school.

1.6 Assumption

This research is conducted under assumption that:

Comic strips can be used to teach reading narrative text to the eighth grade students.

1.7 Definition of Key Terms

Teaching Reading

Siska (2014) stated that teaching reading is a way transferring knowledge from teacher to students by using a strategy certain procedure and a certain material in order to master reading itself.

Narrative Text

A narrative text is a text that amuses, entertains, and deals with actual or vicarious experiences in different way (Rahman, 2015)

Comic Strips

Comics strips is a short of funny drawings with a small amount of writing, often published in newspaper (Cambridge Dictionary, 2018)

1.8 The Organization of the Study

The study consist of five chapters. Chapter I is the introduction of the study. Chapter II is the review of the related literature to this study. Chapter III explains the research of the study. Chapter IV is findings and discussion. And the last, chapter V is conclusion and suggestion.