

CHAPTER I

INTRODUCTION

1.1 Background of Study

The objective of teaching reading comprehension is that students are able to understand and interpret what they read. The students are able to pronounce the words in a text to grasp which parts are important or to determine the main idea of a purpose. The students are able to find information, it means that the students must be able to comprehend the meaning of the text. In order to achieve an understanding in reading, students should have ability in reading comprehension. Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.¹ Without comprehension in reading, and just reading a text from left to right then the text does not become meaningful. By comprehending the text well,

¹Laura S. Pardo, "What Every Teacher Needs to Know About Comprehension," *The Reading Teacher*, Vol.58, No.3, (November, 2004), 272.

student will get the information clearly, have broader perspective, and let them to think creatively and imaginatively.

Based on the writers experienced most of the students had low ability in reading comprehension. The first problem was that the students had got less information. The second problem was that the students didn't understand the text and the main ideas in paragraph. The third problem was that the students had difficulty to comprehend the text what they read. There are many factors that cause the low ability in reading comprehension : internal and external. The internal factors are : motivation, IQ (intelligence quotient), interest, talent, etc. The external factors are : teachers, friends, parents, facilities including method of teaching reading. In addition, there are other factors that cause students difficulties in the process of learning English specifically for reading comprehension learning. Among them is the teacher just giving a text then the teacher reads the text after that the students follow what the teacher has read. After that the students only given assignment by the teacher after the reading process.

From explanation above, it means that teachers must consider a strategy that suitable for teaching reading in order to

make the learning process becomes effective. Also, the strategy used by english teachers in reading must be adjusted to the kinds of reading text. According in current curriculum 2013, text is divided into two broad (genre), namely literary genre and factual genre. Literary genres can be grouped into three types, namely text narrative, poetic, and dramatic. While include in the category of genre factual among other “explanation text, exposition, procedure, descriptive, discussion, report result of observation and others”.²

Among the texts which are mentioned aboved, descriptive text is one of the text types that taught at the second year of junior high school. Descriptive text has social function is to described a particular person, place or thing. On the other hand, descriptive text has told description and identification of something, someplace or someone. It persuades the reader to imagine the text content. To help students improve their reading comprehension, it can be said that English teacher should have an importantrole. One of the ways is by using intersting teaching materials. In this study, the writer wants to use English comic book series.

²Endah Tri Priyatni, *Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013* (Jakarta : Bumi Aksara, 2014), 66.

According Shaw Comics books also called comic magazine or simply comic, is publication that consist of comic art in the form of sequential juxtaposed panesls that represent individual scenes. Comics books are more effective either to motivate students in learning language or to clarify the abstrac concept. Finally by using media the students can get the materials easily to understand. In learning english to the teenagers students need to be more encouraged. In term of their motivation and interest. Therefore, the teachers are required to be creative in teaching. Based on the problems previously, the writer intended to study more about *“Developing students reading comprehension of descriptive text by using comic book (Classroom Action Research at The Second Grade of MTS Al-Rahmah Lebakwangi)”*

1.2 Focus of the Study

In this research, the researcher will be focused on students difficulties in understanding text descriptive, that was caused by lack of motivation and interest in reading comprehension.

1.3 Statements of the Problems

According to the background of the study above, in this research the researcher formulates the statement of problem as follows :

1. How do the comic books develop student reading comprehension of descriptive text ?
2. How do the implementation of teaching English reading comprehension of descriptive text by using comic books ?
3. How do the effectiveness of student reading comprehension of descriptive text by using comic books ?

1.4 The Aims of the Study

Based on the statements of the problem above, the researcher has the aims of the study that is:

1. To know the comic books develop student reading comprehension of descriptive text.
2. To know the implementation of teaching english reading comprehension of descriptive text by using comic books.
3. To know the effectiveness of student reading comprehension of descriptive text by using comic books.

1.5 Significance of the Study

The researcher really hopes that this research on teaching reading comprehension using comic books has some benefits especially for the researcher and for the reader in general, there some benefits of this research:

1. For the Researcher

To increase acknowledgment in implementation of teaching english reading comprehension of descriptive text using comic books.

2. For the Teacher

This researcher can be used as guide and reference to increase learning system in the class as learning style in the communicative classroom.

3. For the Students

It assists them to solve their problems in reading activity of descriptive text and it can help them to improve their note taking and creative thinking skills.

4. For the Institution

It can be beneficial regarding to improve the education quality at *The Second Grade of MTS Al-Rahmah Lebakwangi*.

1.6 Organization of the Writing

This thesis arranged to five chapter, every chapter is divided more become several sub chapter, until arranging become systematic. To more clearly this thesis has written as follow :

1. Chapter one consist of background of the study, focus of the study, statements of the problems, the aims of the study, significance of the study, organization of writing.
2. Chapter two will describe the teoritical framework. It consist of definition of reading, kinds of reading, purpose of reading, skill of reading, definition of reading comprehension, reading comprehension level, definition of descriptive text, the generic structure of descriptive text, the language future of descriptive text, definition of comic, the component of comics, strenghts of comic in education, comic by form and type, definition of comic books.

3. Chapter three will describe about research methodology, that consist of objective of the research, method of the research, instrument of the research, technique of data collection and technique of data analysis.
4. Chapter four will present result and discussion that consist of descriptionof data and interpretation of data.
5. Chapter five that consists of conclusion and suggestion.