

## CHAPTER I

### INTRODUCTION

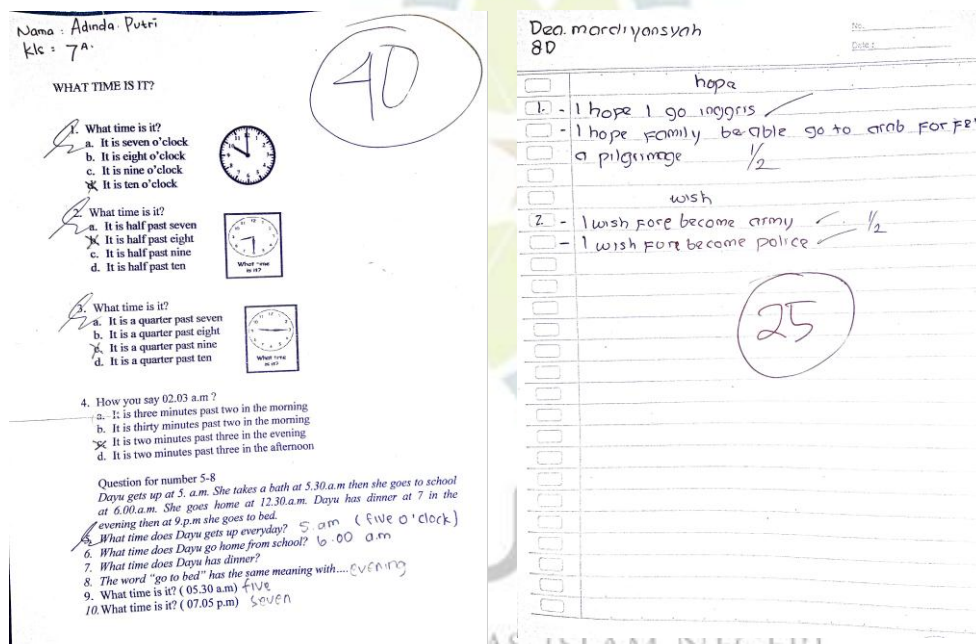
#### A. BACKGROUND

In teaching reading, there are some teachers that just say “Please open page 18. Read the passage and answer the questions.” The teachers who start the lesson in this way are less likely to motivate students to read. It can make students just read the text, do not comprehend the text. While in the competence standard, it is stated that students have to comprehend the text. To comprehend the text, the students need some motivation, background knowledge, and some strategies and skills. Students may fail to comprehend the texts while researching text.

Reading is one of the language skills that is quite fun for some students. However, there are some students assume that reading is a language skill that is boring. Especially if the text is long, they will be lazy to read. Most students prefer to read text that interests them, like reading the text that in which are images, short text, or certain texts that are indeed trendy or interesting to read.

According to the fact from the English teachers of Junior High School in Bandung, there are some problems faced by students in learning English: a) Students are difficult to learn language skill; b) it is difficult for students to

understand the content of the story, because they are lazy to read, so when the teacher give the story, they do not know the content of the story; c) Students often get bored easily with the subject because the teaching activity mostly focuses on source book and less variation of media in learning method. And it can be proven by the students score when I do PPL, the students score was low.



The condition become the reason for conducting this research. This research offers solutions to overcome these problems by providing more interesting learning for students, especially in reading stories to find the element of the story that is by using digital comics, which are liked by students and interesting to read (English Webtoon). Because according to based on the observation, the students always bring smartphone every day to the school. They also have webtoon application on their smartphone.

Teaching students reading comprehension with webtoon is expected to be more effective and can make students more interested in reading. They would not just read a text, but also can see the illustration of color and interesting story.

This research tries to improve students' reading comprehension ability of narrative text through English webtoon. For the comparison, previous researches has inspired the writing of this research. Firstly, Apriani (2014) held a study entitled '*The Use of English Comic Book Series in Teaching Reading Comprehension*'. The results confirmed that the use of English Comic book series could be used as a reading material to help improve students' reading comprehension.

Secondly, Arroyani (2010) conducted a study entitled '*The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill in Narrative Text*'. This research showed that the use of comic strips can improve the students' reading comprehension skill of narrative text. It could be concluded that the use of comic strips as media in teaching reading comprehension of narrative text was effective.

This research is different from the previous researches. The differences are :

1. This research is to improve students' comprehension ability of narrative text through the latest media, more interesting, favored by

today's students that is English Webtoon. But, the previous research using the comic book or comic strips media.

2. This research is focus on narrative text (element of the story). But, the previous research focus on the general material of reading comprehension.

## **B. RESEARCH QUESTIONS**

From the observation above, the problems of this research are formulated as follows :

- 1) What is the reading students' reading comprehension ability of narrative text being taught by using English webtoon?
- 2) What is students' reading comprehension ability of narrative text without being taught by using English Webtoon (Authentic Narrative Text)?
- 3) How significant is the difference between students' reading comprehension ability of narrative text with being taught by using English webtoon, and without being taught by using English Webtoon (Authentic Narrative Text)?

## **C. THE RESEARCH OBJECTIVES**

Based on the specific problems formulated above, the purposes of the study are as follow:

- 1) Find out the students' reading comprehension ability of narrative text being taught by using English webtoon.
- 2) Find out the students' reading comprehension ability of narrative text without being taught by using English Webtoon (Authentic Narrative Text).

3) Find out the significant different score with being taught by using English webtoon, and without being taught by using English Webtoon (Authentic Narrative Text).

#### **D. LIMITATION OF THE RESEARCH**

The reason for choosing to analyze the elements of the story in this research is because the elements of the story are found in the standard curriculum of learning. Besides, some students have not understood the intrinsic elements contained in the story. Stories have unique elements of structure that distinguish them from other forms of writing. And the structure or element of stories is quite complex. Story often contains structural and character elements that are familiar to students. These elements can be used as "sign post" to help students think about the actions, themes, and context of the play. According to Tompkins (1991: 313) cited in Miva (2014) these elements are:

a. Beginning-Middle-End

b. Repetition

c. Plot

d. Settings

e. Characters

f. Themes

g. Point of view

## **E. SIGNIFICANCES OF THE RESEARCH**

This research gives several significances. Theoretically, this research can be useful as information that students reading comprehension ability especially of narrative texts can be improved by using English webtoon.

Practically, this research is useful for teachers as an example of implementing English webtoon as an alternative reading material in English teaching.

## **F. RATIONALE**

Thinker (1975:5) in Amin (2012) have states that reading comprehension is not just reading a text with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. It means that if a student just reads loudly, but can not understand the content of the passages, it means he/she fails in comprehending the passage. Ophelia (1989:205) in Anggara (2014) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that a reader, in this case, tries to understand what he or she is saying.

Smith and Dale (1980:7) in Solong (2010) have stated that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading

comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that causes the dialogue happens when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read Anderson and Pearson in Alexander, (1993:160) in Wilfred (2016). Successful comprehension involves the reader who can discover the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of the author.

A Narrative is telling a story. According to (R.K. Sadler and T.A.S Hayllar : 2002) narrative is social function is to entertain or amuse the readers. The generic structure of the narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens to the characters. And resolution

contains the problem resolved. It also has significant lexicogrammatical features, that are using adverbs, such as; a long time ago, once upon a time, etc. And it uses past form. Y. Edi Widodo and Sri Murniati, Ratih : (2010 )

Thus, the purpose of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that is writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

Using webtoon is one of the media learning which can be good in teaching reading comprehension ability especially narrative text. Webtoon is like comic strips. A comic strip can be defined as “a series of pictures inside boxes that tell a story” (Liu, 2004: 229). Williams (1995) in merc (2013) investigated how comic books can be used as instructional materials for ESL students with low intermediate level English learners and limited discourse and interactive competence. The researcher found that using comic strips or English webtoon in second language classrooms can guide students to hypothesize about the cartoons’ language, to raise awareness of pragmatics, and to emphasize language’s underlying regularity.

Yang (2003) claims that comics can be used as a step to more difficult ideas, Carry (2004) suggests that comics can be used to help students develop their writing skills, especially of story writing. National Council of Teachers



of English website (2005) reports the research results brought by Shelley Hong Xu who claims that comics and graphic novels “can teach about making inferences since readers must rely on pictures and just a small amount of text.

A recent study (Liu, 2004) investigated the effects of comic strips (webtoon) on L2 learners’ reading comprehension level students of English were divided into two proficiency groups: intermediate proficiency group and high intermediate proficiency group. Two texts were used as the research instrument: The research instruments were two reading texts: A high-level text and low-level text developed by Liu (2004). Each text was originally developed for students at one of each proficiency level.

## **G. HYPOTHESIS**

According to Hatch and Farhady (1982) in Al Alami (2013), 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 English webtoon as the “X” variable (independent variable), and the second is the students' reading comprehension ability of narrative text as the “Y” variable (dependent variable). The relation of the research hypothesis is proposed as follow: “IMPROVING STUDENTS’ READING COMPREHENSION ABILITY OF NARRATIVE TEXT THROUGH ENGLISH WEBTOON.”

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

**Ha:** There is a significant improvement in students' reading comprehension ability of narrative text using English webtoon.

**Ho:** There is no significant improvement in students' reading comprehension ability of narrative text using English webtoon.

## **H. RELEVANT STUDIES**

There are several previous studies focus on the improving students reading comprehension to teach a foreign language, it is shown that such strategy was effective. First, Puspitasari (2012) who conducted a study entitled 'The Use of Webtoon to Improve Students Reading comprehension'. The researcher conducted this research to inform the reader about the improvement of reading English comics on the student's English subject at school. Case study research was used to answer the research problem. This study covered all of English skills, except listening. All those result and discussion can be concluded that English Webtoon have really great effect on the student's reading comprehension.

The second, Yunus, MD (2012) who conducted a study entitled 'Effect of Using Digital Comics to Improve ESL writing'. Her study analyzed whether or not the use of Digital Comic could improve the students writing ability in the classroom. In this study these results confirmed that the use of Digital Comic could be used as a writing material to help the students. In

addition, the result of this study showed that using Digital Comic is important because it can help low achieving ESL learners in their writing.

The third, Apriani (2014) who conducted a study entitled ‘The Use of English Comic Book Series in Teaching Reading Comprehension’. Her study analyzed whether or not the use of English Comic Book series could improve reading comprehension of the seventh grade students of SMP Negeri 32 Palembang. In this study, one group pre-test and post-test control group design was applied. These results confirmed that the use of English Comic book series could be used as a reading material to help the seven graders of SMP Negeri 32 improve their reading comprehension. In addition, the result of this study showed that using a variety of reading materials in teaching reading comprehension is important.

The Forth, Arroyani (2010) who conducted a study entitled ‘The Effectiveness of Teaching Using Comic Strips to Facilitate Students’ Reading Comprehension Skill in Narrative Text’. This research showed that the use of comic strips can improve the students’ reading comprehension skill of narrative text. There was significant improvement of students’ achievement in experimental group. Based on the finding and discussion in the previous chapter, it could be concluded that the use of comic strips as media in teaching reading comprehension skill of narrative text was effective.

From the three previous researches above there are the differences in this research with previous research that is in previous research discussing

about the effectiveness of the use of comic in teaching reading comprehension. But, in my research use the latest media that is English Webtoon (digital comic) , favored by many people, and easy to get because now most of the people have a smartphone. These researches confirmed that the use of English Webtoon could be used as a reading material to help the students improve their reading comprehension. In addition, the result of this study showed that using a variety of reading materials in teaching reading comprehension is important.

According to the statement above, there is a challenge on the foreign language teachers to provide exposure to the language and to provide opportunities for learning through classroom activities. In class, teachers have significant rule to bring out the fun class to the students. So, teachers should try to get students read and develop skills that are aimed to improve their motivation to read. Teacher should persuade students of having purpose for reading, because it is part of effective motivation. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses.