

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

As every body knows, reading is one of the important skill in language learning besides listening, speaking, and writing. The fundamental goal of reading activity is knowing enough science concepts and knowing the language ( Kustaryo,1988:1). It is a cornerstone for a child's success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and success job inevitably will be lost. Therefore, the students were given reading subject matter. In reading the students are expected to have a competence of comprehending and understanding the text.

English is different with Indonesian language. There is guarantee that the students who have a good understanding of English text will be easier to follow the lesson and get better achievement. When the students are reading Indonesian text they have mastered vocabulary and the structural system, but when they are reading English text, they are demanded to have adequate knowledge of the target language which has different system. Reading comprehension involves variety of skills, which are keys to comprehend the text. Based on the description above, the students should have a mastery of reading skill. Good achievement in reading comprehension is important for the students. They will get many information and ideas which can enrich the student's vocabullary and knowledge.

Teaching reading in junior high school can be done in many ways. Teaching reading for adolescent learners of junior high school students must be different from elementary school. It is because of their characteristic of psychological background. Peer approval may be considerably more important for the students than the attention of teacher which, for younger children, it so crucial (Harmer,2002:39), so it is so important for considering their classmate as the motivation in deep learning of improving teaching learning process of reading. Harmer (2002:39) states that “students must be encouraged to respond to text and situations with their own thoughts and experiences, rather than just by answering question and doing abstract learning activities”. English teacher must give them task which they are able to do, rather than risk humiliating them.

Based on the observation, the writer found the problem faced by the teacher of SMP N 11 Surakarta in teaching reading to the second year students. The problem is the students are bored with the conventional or traditional method used by teacher in teaching them reading subject. Conventional method usually makes student passive so this method is not interesting. So the teacher chooses the comic as the media in teaching reading comprehension. Wichadee (2003:3) states that “teacher-centered approach taking place in traditional classroom does not produce active recipient and result in fossilized language learning”. It is not effective enough to promote language aquisition.

Based on the problems above the writer describes the comic as the media in teaching reading comprehension. The writer's reason to describe comic as media in teaching reading comprehension are comic s have interesting pictures so that the students are interested. The language of comics are easy to understand.

Comic are usually funny; therefore, using them in the classroom will have the same effect as using games in teaching English. Comic book is a series of drawings arranged to tell a story. Most comic books also include some text, which appears as dalogue or captions. Comic typically feature a continuing cast of characters. The term comic book comes from the first examples of the form, which were all humorous. While many comic books remain focus on humor, others involve politics, human interest, suspense, adventure, or serious treatment of relationship.

In their most basic form, comic consist of simple line drawings rendering characters and scenes. They share common roots with the cartoon, a term that encomphasses single-panel gags and editorial drawing as well as hand-draw illustrations and advertisements.

Comic are also related to animation, which is defined as motion picture created by recording a series of still images, often drawings. Animated televison shows and movies, somethimes called cartoon animation, are extremely popular. Many times the most popular comic books are animated for TV or movies, or turned into live-action shows and motion pictures.

Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main part of human body can be studied and understood fast with the use of cartoon comics.

Comics as the story picture where the picture is important than the story. In reading comics we can know the story just by seeing the pictures. There are some disadvantages of reading comics. The readers can train their reading comprehension in understanding the story. They can get many vocabularies. They can develop their imagination.

Based on the explanation above the researcher is interested in the real implementation of teaching reading using comics so that the writer conducts the research entitled “ THE IMPLEMENTATION OF TEACHING READING BY USING COMIC TO THE SECOND YEAR STUDENT AT SMP N 11 SURAKARTA .

## **B. Problem statement**

In this research, the writer will formulate the problem as follow :

1. How is the implementation of teaching reading using comics to the students at the second year of SMP N 11 Surakarta ?
2. How are the students' responses toward teaching reading using comic s for the students at second year of SMP N 11 Surakarta ?
3. How is the result of teaching reading using comics to the second year of SMP N 11 Surakarta ?

4. What are the advantages and disadvantages from comics in teaching reading in SMP N 11 Surakarta ?

### **C. Limitation of the study**

The writer limits this study on the second year student of SMP N 11 Surakarta in 2011/2012 academic year

### **D. Objectives of the study**

Based on the problem statement, the writer have the following objectives :

1. to describe the implementation of teaching reading using comics to the students at second year of SMP N 11 Surakarta ?
2. to describe the students' responses toward teaching reading using comic for the student at second year of SMP N 11 Surakarta?
3. to know the result of teaching reading by using comics in SMP N 11 Surakarta?
4. to describe the advantages and disadvantages of teaching reading by using comics in SMP N 11 Surakarta ?

### **E. Benefit of the study**

It is known that everything has been done always has an advantage. Different activities have different advantages. There are two kinds of advantages; theoretical and practical.

1. Theoretical benefit,
  - a. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process
  - b. This research give contribution to the method of English teaching-learning process especially in teaching reading
2. Practical benefit
  - a. For the teacher
    - 1) By having experience and many kinds of teaching methods, the teacher will feel more confident and always be ready in facilitating teaching-learning process
    - 2) Teacher will have many kinds of techniques and methods for the next teaching reading and can make appropriate techniques and methods for the students.
  - b. For the students
    - 1) The students are able to construct their texts based on their experiences and that they have gott from their teacher
    - 2) The student's English reading skill increases
    - 3) It increases the student's achievement

#### **F. Research Paper Organization**

The writer organizes of this research paper into five chapter as follows:

Chapter I is introduction. It covers the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study and research paper organization.

Chapter II is review of related literature. It consist of previous study, notion of reading, teaching reading, principles of teaching reading, reading technique, notion of reading comprehension, technique of teaching reading comprehension, using comic books in language classes, and theoretical framework.

Chapter III is research method, which deals with the type of research, subject of the study, object of the study, data and data source, research location, mehod of collecting data and technique for analyzing data.

Chapter IV deals with the data analysis, it is the implementation of the research and the result at the study.

Chapter V presents conclusion and suggestions.