**CHAPTER I**

**INTRODUCTION**

1. **Background of the Problem**

Language is important enough to merit the attention of all citizen.[[1]](#footnote-1) By mastering a language, people can transfer new information that they never heard before into their brain. Another way, they also can improve their language skills by reading books, magazines, and newspapers.

In Indonesia, English is a foreign language that is taught formally from junior high school up to university levels as a compulsory subject. It has also been taught at elementary school as a local content. Four skills that have to be mastered in learning English in a school are listening, speaking, reading, and writing. Listening and reading are both receptive skills, while speaking and writing are productive skills.[[2]](#footnote-2) All the four skills play important roles in communication, and they are closely related with one another. If these four skills are integrated, they will simultaneously form a kind of language acquisition for the students.

One part of four skills in English that is important is reading. It is supported by Brown who states that reading would best be developed in association with writing, listening, and speaking activity. Even in that course that may be labeled reading. The goal would be best achieved by capitalizing on the interrelationship of skill, especially the reading-writing connection. So he focuses here on reading as component of general foreign language proficiency, but only in the perspective of the whole picture of interactive language teaching.[[3]](#footnote-3) Reading should has a greater portion in teaching learning process. So, reading is still regarded as the most effective input to improve both students’ competence and performance.

Reading is very essential in learning English in order to get information that is written in English. In reading activity, reader should understand the meaning of the written text. Meaning, learning, and pleasure are the ultimate goals of learning to read. In the dictionary, define comprehension as the contraction of the meaning of a written text thought a reciprocal interchange of ideas between the reader and the message in a particular text[[4]](#footnote-4). Every activity has a goal based on the purpose as the reason why the subject do as the activity. The purpose of the reading is comprehending the content of the text. As a reader, we should try to understand what the writer intention in their written.

Clark *et,all.* support that reading comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author’s ideas but has not yet made a critical evaluation of those ideas.[[5]](#footnote-5) As a good reader, we cannot judge the writer’s idea. The reader only try finding what the writer’s thinking and comprehending the writer’s idea from the book.

Meanwhile, many students of English still have low ability in comprehending reading text. It appropriate with the research of Elfira *et.al* who state that the students have difficulties to answer the questions and to retell the information from the text.[[6]](#footnote-6) Furthermore, According to The International Association for the Evaluation of Educational Achievement as cited in Riswanto *et. al* reading score of Indonesian students in East Asia is still low. Indonesian students are just capable of mastering 30% reading material, and find difficulty in reading items that are in the form of commentary requiring cognitive process.[[7]](#footnote-7) The students’ problem is the task of all element in educational system that must be solve. The most problem that is faced by student is reading comprehension. The problem is might have been belong to the teacher (lack variation of method, technique or media) and the students themselves (students’ motivation).

Based on the pre survey that was done by the reseacher in MTs Sriwijaya, Sadar Sriwijaya, Bandar Sribhawono, East Lampung, the reseacher found out the ability of students in understanding reading text was apparently low, and many students did not pass the criteria of minimum mastery. It means that students get difficulties in learning reading. When the reseacher asked the condition to the English teacher Miss Husna Lutfiah, S.Pd. She said that the students had many problems in learning English. Besides, students’ lack motivation in learning reading, she also did not have much time to explain all the materials in that semester. So many days off in that semester that reduce the time of teaching learning activity. The days off are LUN (try out before final examination) and UN (final examination) for IX grade and the teacher lacked a media to teach them.[[8]](#footnote-8)

Besides, the researcher also asked some students of the eighth grade of MTs Sriwijaya. They responded that reading was boring activity. It happen because the text was not interesting to read, the way English words written are different from the way they are pronounced. Whereas English is rarely used by the students, they said that, interesting games, techniques, or media maybe will make them interested joining English class. Because in teaching learning process, they did not get supporting learning media, game or technique yet.[[9]](#footnote-9)

Below is the result of reading test with the criteria of minimum mastery 70. The scores are displayed in the following table:

**Table 1**

**English reading score at the eighth grade of MTs Sriwijaya, Bandar Sribhawono, East Lampung in the academic year of 2015/2016.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Class** | **Students' Score** | | **Number of Student** |
| **<70** | ≥**70** |
| 1. | VIII A | 18 | 12 | 30 |
| 2. | VIII B | 19 | 11 | 30 |
| 3. | VIII C | 17 | 12 | 29 |
| **Total**  **Percentage** | | **54** | **35** | **89** |
| **62.2%** | **37. 8%** | **100%** |

*Source: MTs Sriwijaya, Sadar Sriwijaya, Bandar Sribhawono, East Lampung in academic year 2015/2016.[[10]](#footnote-10)*

Based on the data, the researcher found that 54 students from 3 classes got score under criteria of minimum mastery**.** The criteria of minimum mastery in that school is 70. It means that more than fifty percent students who did not pass the criteria of minimum mastery. Knowing the problems above, the researcher realized that the students need to be trained with an appropriate media, game or technique to be applied in their effort to determine the meaning of unfamiliar words and comprehend the reading text.

One of media that can be used in teaching reading is graphic novel. According to Scolastic, Graphic novel is appropriate in learning reading. Graphic novel can dramatically help improve reading development for students struggling with language acquisition, including special-needs students, as the illustrations provide contextual clues to the meaning of the written narrative. They can provide autistic students with clues to emotional context that they might miss when reading traditional text.[[11]](#footnote-11) English-language learners will be more motivated by graphic novels, and will readily acquire new vocabulary and increase English proficiency.

Vygotsky as cited by Carter states that Graphic Novel is a book-length sequential art narrative featuring an anthology-style collection of comic art, a collection of reprinted comic book issues comprising a single story line (or arc), or an original, stand-alone graphic narrative.[[12]](#footnote-12) Graphic Novel is a long print text literacy with a picture. As its name, this is a novel with a picture inside.

Monnin in her dissertation states that there are two main conclusions were generated from the findings in her study. Which are:

1. This graphic novel was read on multiple levels by the teacher and by the student participants.
2. The image literacies in *Bone* were perceived of as valuable new media age literacies for diverse readers: for the teacher and the student, and for struggling readers.[[13]](#footnote-13)

Based on the previous research, the researcher assumed that Graphic novel media is able to improve the students’ reading comprehension. The researcher is interested to practice graphic novel in a classroom to help student easily understand the idea of a book. By using Graphic Novel in teaching reading, it can be one of choices to solve students’ problem in teaching reading classroom.

Graphic novel collaborates between conventional narrative story and picture which is used to help its readers to imagine the story. This is interesting, when the readers find a new word and the picture of the story will be a very joyful help for understanding the meaning. Considering on the background above, the researcher focused the research on the influence of using graphic novel towards students’ reading comprehension at the second semester of eighth grade student of MTs Sriwijaya, Bandar Sribhawono, East Lampung in the academic year of 2015/2016.

1. **Identification of the Problem**

Based on the condition stated above, the researcher identified some problems as follows:

1. The students got difficulties in learning reading.
2. The students lacked of interest in studying reading.
3. The students’ score was under criteria of minimum mastery.
4. The teacher lacked of variety media in learning process.
5. **Limitation of the problem**

Based on the background and the identification of the problem, in this research the researcher focused on the influence of using Graphic Novel towards students’ Reading comprhension at the second semester of the eigth grade of MTs Sriwijaya, Sadar Sriwijaya, Bandar Sribhawono, East Lampung in the academic year of 2015/2016.

1. **Formulation of the problem**

Based on the background of the problem, the researcher formulated the problem as follow: Is there any significant influence of using graphic novel towards students’ reading comprehension at the second semester of the eigth grade of MTs Sriwijaya, Sadar Sriwijaya, Bandar Sribhawono, East Lampung in the academic year of 2015/2016?

1. **The purpose of the research**

The purpose of the research was to know whether there is significant influence of using graphic novel towards students’ Reading comprehension at the second semester of the eighth grade of MTs Sriwijaya, Sadar Sriwijaya, Bandar Sribhawono, East Lampung, in the academic year of 2015/2016.

1. **The use of the research**

The following are the uses of the research:

1. Practically, it is hoped that this study will be used as the information concerning with whether there is improvement of students’ reading comprehension that are taught by using Graphic Novel, and as a help to English teachers in finding an appropriate way to improve students’ reading comprehension.
2. Theoretically, the result of the research can contribute as a references for future reader or researcher with the similar problem of the reading comprehension, and useful a references for future the next study that will concentrate on students’ reading comprehension.
3. **Scope of the research**
4. Subject of the research

The subject of the research was the students of the eighth grade of MTs Sriwijaya, Bandar Sribhawono, East Lampung in the academic year of 2015/2016.

1. Object of the research

The objects of this research were using graphic novel and students’ Reading comprehension.

1. Place of the research

The research was conducted at MTs Sriwijaya, Sadar Sriwijaya, Bandarndar Sribhawono, East Lampung.

1. Time of the research

The research was conducted at the second semester in the academic year of 2015/2016.

1. Norman Fairclough. “*Language and power”* united states. 1996. Longman. P. 3 [↑](#footnote-ref-1)
2. Bambang Setiyadi*. “Teaching English As A foreign Language”.* Yogyakarta. 2006. Graha Ilmu. P. 32 [↑](#footnote-ref-2)
3. H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* State University, Francisco, 1994, p*,* 298. [↑](#footnote-ref-3)
4. AS Horby, *Oxford Advanced Leaner’s Dictionary of Current English*, Oxford University Press, London, 2007, Ed 6. P. 25 [↑](#footnote-ref-4)
5. Mark A. Clarke, And Friends, *Reader’s Choice*, the University of Michigan Press Ann Arbor, p.17. [↑](#footnote-ref-5)
6. Elfira, Mochtar Marhum, Mashuri, *Improving Reading Comprehension of the Grade Viii Students Through Directed Reading Thinking Activity (Drta) Strategy, (*Palu*:* ELTS, vol 3, 2015), p.2. [↑](#footnote-ref-6)
7. Riswanto, Risna Wati, Detti Lismayanti, The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students’ Reading Comprehension Achievement, (Bengkulu: International Journal of Humanities and Social Science, vol 4, 2014), p.225. [↑](#footnote-ref-7)
8. Husna Lutfiah, English teacher of MTs Sriwijaya East Lampung, June, 2015, (an interview), see *APPENDIX 1* onpage, 45 [↑](#footnote-ref-8)
9. Ahmad Zia Ulhaq and friends, the eighth grade student of MTs Sriwijaya. Lampung Timur, June 2015. (An interview), see *APPENDIX 1* onpage, 46. [↑](#footnote-ref-9)
10. The data available in *APPENDIX 2* on page, 47. [↑](#footnote-ref-10)
11. Scholastic, “*using graphic novels with children and teens a guide for teachers and librarians”,* Jefferson City: 2012, p. 04. Available at <http://www.scholastic.com/graphix/> access on August 14, 2015 [↑](#footnote-ref-11)
12. James Bucky Carter, *Building Literacy Connections with Graphic Novels,* 2009, p,3 [↑](#footnote-ref-12)
13. Katie Monnien, *Perceptions Of New Literacies With The Graphic Novel Bone,* A dissertation submitted to the Kent State University College and Graduate School of Education, Health, and Human Services, p, 157 [↑](#footnote-ref-13)