

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objective of study, (4) significant of the study, (5) the hypotheses of the study, (6) the criteria of testing hypotheses.

1.1. Background

Everyone wants to communicate with all people in the world, but they may face the difficulty which is caused by different languages. To unify the differences that exist, English has become an international language that can be used as a tool of communication. Patel (2014, p. 6) states that English is an international language. As an international language, it plays an important role in many aspects of life such as education, economy, technology and international relationship (Cristal, 2008, p. 8). Therefore, English should be learned, so we can communicate with people in the world.

In English language teaching (ELT), there are four basic language skills should be learned by the students. They are listening, speaking, reading, and writing. Harmer (2007, p. 265) classifies that the four language skills are divided into two kind of skills. There are (1) *productive skills* that included speaking and writing where language is actually being produced, and (2) *receptive skills* that included reading and listening where the meaning is extracted from the discourse or text.

Reading is one of English skills. According to Ueta (2005, p. 4), reading includes intricate processes and skills which is different according to tasks, purposes and language abilities. Reading plays important role in many aspects of life. Without reading people will probably not know what is going on and perhaps will not keep up

with the development in his or her surroundings. That is why reading is very important in the educational field.

Moreover, Brown (2000, p. 185) also said that that reading is arguably the most essential for success in all educational context, remain a skill of paramount importance as we create assessment of general language ability. However, reading is essential for students, because the student will read important information from the text that they read. In addition reading can help students in getting the information that they do not know and gain knowledge in various fields.

The eighth grade students of SMP PTI Palembang faced difficulties in narrative reading. Based on my Preliminary study, an informal interview was done with teacher of English and also given a small test to the eighth grade students of SMP PTI Palembang. The preliminary study was conducted on october 30th2014. It has found that from the result of small test the avarages score of students reading comprehension in narrative text was lower than descriptive and recount text. Furthermore, based on an informal interview to the teacher of English on october, the result showed that students had problems in reading text, especially narrative text. The teacher just asked to read a certain text in the book or students' exercise book (LKS), and the students answered the available question related to the text. The teacher sometimes called the students one by one to read aloud. They only read the texts aloud without any comprehension. Therefore, the students could not be able to understand the content of narative text. The student difficulties in identifying and describing the part, qualities and characteristics of the text. In consequence, the students get bored in learning process.

Based on the problems above, a strategy is needed to solve their problems. One teaching strategy that could help the students in reading ability is comic strip strategy.

According to Jun Liu (2004, p. 227) that comic strip can be used effectively to build reading skills. Researchers have found that pictures in the text can improve the students in duplicating information and memorize difficult word. With comics, the students will interest to read the reading texts, they can enjoy and motivated to read more.

For these reason the writer is interested in conducting a study with the title *“Teaching Narrative Reading by Using Comic Strip to the Eighth Grade Students of SMP PTI Pakjo Palembang”*.

1.2. The Problem of the Study

The problems of identification can formulated in the following question: “Is there any significant difference in the eighth grade students’ narrative reading achievement who are taught by using Comic Strip strategy and those who are not at SMP PTI Pakjo Palembang.

1.3. The Objective of the Study

Based on the problem above, the objective of this study is to find out whether or not there is any significant difference in the eighth grade students’ narrative reading achievement who are taught by using Comic Strip strategy and who are not at SMP PTI Pakjo Palembang.

1.4. The Significance of the Study

This study is expected to give some beneficial inputs for the following at SMP PTI Pakjo Palembang;

1) For teachers

The result of this study is expected to give information for the English teachers that there is positive effect of Comic Strip strategy toward students' reading comprehension, it shows teacher that comic and other forms of interesting material could be used for teaching reading. This study also could give motivation to the English teacher to create new ways or media in teaching learning English, they could guide their student to improve their narrative reading using this strategy.

2) For students

The result of this study is expected to motivate the students and to improve their interest in narrative reading since they would find out that English reading material was not complicated, boring, and monotonous.

3) For the next researcher

The result of this study to provide information to teachers that the comic strip strategy is easier to understand than the strategy that usually used by teacher, and it can also be a reference for further research, especially research on reading that is easy to understand. It can give contribution for the next researchers in choosing a good teaching reading strategy and the writer hopes that the result of this study can help other researchers who conduct a research related to reading can use this as a reference.

1.5 Research Hypotheses

Based on the background of the study above, the hypothesis were formulated the null hypothesis (Ho) and alternative hypothesis (Ha) as follow.

Ho : There is no significant difference on the eighth grade student's narrative reading achievement who are taught by using comic strip strategy at SMP PTI Pakjo Palembang.

Ha : There is a significant difference on the eighth grade student's narrative reading achievement who are taught by using comic strip strategy at SMP PTI Pakjo Palembang.

1.6 Criteria of Testing the Hypotheses

The criteria of testing the hypothesis is as follow:

- If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.
- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.