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CHAPTER I

INTRODUCTION

I.1 Background of the Study

English is one of international languages for communication. It is used by more than one half of the one billion English speakers of the world. It is learned either as a second or a foreign language. English has an important role as one of international communication media that is not only as tool of communication for each school in the world but also most of the scientific books are written in English. There are four skills that should be mastered by the students, both of them are reading and writing.

Reading comprehension is one of the basic skills to be acquired during a language course. As teachers, they should be able to understand the students' ability about reading comprehension. Patel and Praveen (2008:15) state that reading is an important activity in life with which one can update his/her knowledge not only that but also reading skill is an important tool for academic success. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge. Tankersley (2003: 90) indicates that comprehension is the center of reading. Making connection is a key of comprehension. So that, the reader needs to comprehend the text in order to get the information from the text.

Klinger, Vaughn and Boardman (2007:12) state that reading comprehension is a process of constructing meaning, coordinated with

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complex processes, included word reading, word and word knowledge, and fluency. It can be concluded that in reading comprehension, the readers have to be able to extract and construct the meaning in order to get the information of the text. The result is very useful and helpful as the purpose of reading activity..

According to Troyka (1993: 1) writing is a way of thinking and learning. Through writing, you can get opportunities to explore the ideas and understand about information. Besides, writing is a way to discover. It involves series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writers thoughts that tries to make unexpected connections among ideas and language. Writing is important skill for the student in order to make a message communication through writing, students not only communicate each other but also express their ideas, feelings, and experiences. Nunan (2003: 88) states that, writing is a combination of process and product. It refers to how the writer share the ideas for the reader and make comprehensible to the reader, and the product focus on producing information, and the information that is produced should be clear.

In order to fullfil students' need on reading and writing related to curriculum (KTSP), reading and writing must be provided as the skills in mastering English that should be taught and learned by students. In MTs Nurul Islam Seresam, curriculum (KTSP) is used in their learning processes. Based on the KTSP Curriculum, the standard competence of learning English refers

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to the capability of using and comprehending sentences as well as understanding various texts (genre) with identifying the language characteristic of each genre. It means that the students are able to use the sentences in order to share their ideas.

MTs Nurul Islam Seresam is one of the Junior High Schools where English should be studied as an obligation. English subject is taught twice a week, and the duration is about 2 x 40 minutes in one meeting. Based on the syllabus of English teaching for the second year of MTs Nurul Islam Seresam, the students learn some kinds of texts in English such as narrative, recount and descriptive. Based on KKM or minimal achievement standard at MTs Nurul Islam Seresam, the students' score in English is 70. Based on 2006 curriculum which is called School-Based Curriculum (KTSP), recount is one kind of texts which is taught on the first semester of the second year students of Junior High School. In this case, the students were expected to know how to write a good recount text and understand well a recount text. So, the writer can conclude that the second year students who have learnt recount text are considered to be able to write and comprehend an recount text.

Based on preliminary study conducted at MTs Nurul Islam Seresam on April 22 2017, some of English teachers said the students in majority got difficulties in reading and writing ability. In reading skill, the students still had some problems. The students were not able to comprehend recount text, the students were not able to determine the main idea of recount text, the students were not able to identify the communicative purpose of recount text, the

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students were not able to identify the generic structure of recount text, the students were not able to identify the language features of recount text, and the students were not able to interpret and understand the message of recount text.

For writing skill, the students' problem were the students still not able to express the ideas they write clearly, the students were still not able to link or organize their ideas well, students still had difficulties in using appropriate language features of certain texts, and the students still had problem in diction (choice of words), and students still had difficulties in using the appropriate punctuation and capitalization in their composition.

Based on this phenomenon, teachers must use an appropriate strategy in teaching reading and writing in order to help students to comprehend and write texts well. A particular strategy namely comic strips strategy. A comic strip is a drawing or sequence of drawings that tells a story. Written and drawn by a comic's artist, such strips are published on a recurring basis (usually daily or weekly in newspaper and on the internet). McCloud (1993:9) defines comic as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels. In this sense, single panel illustration is not considered as comic but cartoon.

Davis (1990) says that one authentic material that has been explored over the past few years is the comic strip or comic book. He also said the use of comic strips is a suitable strategy in teaching reading and writing. With

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these comic strips, students can explore the ideas of the comic with fun and transform them into written form. They will have their curiosity in writing a text with this interesting visual help since almost all adolescents tend to read comic.

Based on the explanation and problems mentioned above, it is necessary to conduct a research entitled **“THE EFFECT OF USING COMIC STRIPS STRATEGY ON STUDENTS’ READING COMPREHENSION AND WRITING ABILITY AT MTS NURUL ISLAM SERESAM INDRAGIRI HULU REGENCY”**.

I.2 Statement of the Problem

Regarding to the background of the problems, the problems deal with students reading comprehension and writing ability in teaching-learning process, especially of recount text. The problems come from students. The students’ problems in reading were not able to comprehend recount text and to determine the main idea of recount text. The students were not able to identify the communicative purpose in recount text. The students were not able to identify the generic structure in recount text and The students were not able to identify the language features in recount text.

Students’ problem in writing were the students were still not able to express the ideas they write clearly , the students were not able to link or organize their ideas well, the students were not able to express their ideas through writing, and the students were not able to use the good sentences.

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Since the phenomena affect students at the MTs Nurul Islam Seresam, some questions need to be addressed. How is students' reading comprehension and writing ability in reading recount text? Why were the students not able to comprehend and to determine the main idea of recount text? Why were the students still not able to express the ideas in writing? Why did the students still have difficulties in using appropriate language features of certain texts? Are comic strips strategy suitable to improve the students' reading and writing skill?.

Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially. Moreover Anelson, gabriella and Ana said that use of comic as teaching strategy is the best way to help students' understanding in teaching and learning process (2017 : 46).

There are several advantages of using comic strips as media in learning. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated by Carry (2004: 58), in comics, readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible.

Gorman, Krashen, and Lyga as cited in Gavigan and Tomasevich (2011: 5) states that comics make the text less threatening and can help to increase engagement and motivation. With the use of comic as a medium in teaching

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English, the students do not realize that they are learning English. They learn English in more enjoyable and interesting way.

1.3 Limitation of The Problem

Based on the statement of the problems above, it could be known that many problems are found. Therefore, they should be limited. The problem of this study is limited as the following: this study aims to find out the effect of using comic strips strategy on reading and writing ability in recount text. Recount was chosen because it was taught at second year students at MTs Nurul Islam Seresam Indragiri Hulu Regency.

1.4 Purpose and Objectives of The Study

The purpose of the study is to investigate whether there is any significance effect of comic strips strategy on students' reading comprehension and writing ability at MTs Nurul Islam Seresam.

The objectives of the study are :

1. To find out a significant difference on students' mean score of reading comprehension pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam.
2. To find out a significant difference on students' mean score of reading comprehension post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam.

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3. To find out a significant difference on students' mean score of reading comprehension between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam.
4. To find out a significant difference on students' mean scores of reading comprehension between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam.
5. To find out a significant difference on students' mean score of writing ability pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam.
6. To find out a significant difference on students' mean score of writing ability post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam.
7. To find out a significant difference on students' mean score of writing ability between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam.
8. To find out a significant difference on students' mean scores of writing ability between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam.

1.5 Research Questions

The questions of the research can be formulated as follows:

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1. Is there any significant difference on students' mean score of of reading comprehension pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam.
2. Is there any significant difference on students' mean score of reading comprehension post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam?
3. Is there any significant difference on students' mean score of reading comprehension between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam?
4. Is there any significant difference on students' mean scores of reading comprehension between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam?
5. Is there any significant difference on students' mean score of writing ability pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam?
6. Is there any significant difference on students' mean score of writing ability post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam?
7. Is there any significant difference on students' mean score of writing ability between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam?

8. Is there any significant difference on students' mean scores of writing ability between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam?

1.6 Significance of The Study

The aim of this study is to improve students' reading comprehension and writing ability on recount text. It is expected that comic strips strategy will generate research future. This strategy help the students to improve their reading comprehension and writing ability on recount text.

For the teachers, this study is hoped to help the English teachers at MTs Nurul Islam Seresam as the designer in teaching learning process so that the English teachers are able to develop their strategies in teaching or learning process and creativity in reading comprehension and writing ability on recount text. As the student's concerns, this study will be able to help them in comprehending the reading text and writing a recount text.

This study, therefore, tries to provide some feedbacks concerning the effect of using comic strips and other factors involved in the implementation. This strategy gives meaningful learning experience because it does not only try to make students successful in reading comprehension but also in writing ability.

1.7 The Rationale of The Study

This research conducted to find out the effect of comic strips on students' reading comprehension and writing ability at MTs Nurul Islam Seresam. To master reading comprehension, the students need prior knowledge, skills, and

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strategies to determine what the meaning of the texts that they read. It is not only related to comprehend about what reading is but also to fulfill meaning of reading texts. Many teachers have problem in teaching reading, because their strategies in teaching and learning process are monotonous. Some options are needed by the teacher to teach reading.

Patel (2008: 15) state that "reading is an active process which consists of recognize and comprehension skill". Reading as one of receptive language skills in teaching and learning process, reading is an important way to improve general language skills in English, and certainly by doing this activity English learners can enlarge their knowledge. It is the ability to understand and to find out the information presented in written form, even the information explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge and also the way to interpret the authors' purposes.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Generally, the learners like more speaking than writing because they can speak or communicate directly without being worried about the grammatical

structures of language. Even though the language used do not follow the grammatical structure correctly, communication is occurred if people can understand what the other people are talking about. However, writing is an effective way in communication, different from speaking, in writing, people can fix the words that they want to tell about. People can choose more polite words in order to make other people not offended. Moreover, when people feel less confidence to talk directly, they can talk anything through writing. As a communicative and effective activity, writing activities must be accustomed since someone is able to begin writing. According to Olshtain in Celce (2001: 207), writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study.

Ideally, writing is one of the main skills in which it is useful for success in education. According to Nation (2009: 113) writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. Nowadays, writing takes a big position in education as a learning source. Most of the sources in learning are written things such as books, journals, articles, newspapers, magazines, and so on. As a useful skill for success in education, teaching writing is not simple as people expected. It needs extraordinary skills that have to be mastered by the teacher when the teacher wants to teach writing to the students successfully. The skills are such as the ability in organizing paragraphs, choosing appropriate words, using grammar correctly, and so on.

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The success in teaching and learning process depends on the teacher's effort and motivation which is given by using Comic Strips strategies so the learners can be easily to appreciate their capability in product of teaching activities. However it is a hard work and hopes that the strategies will be useful not only for teachers but also for students in the teaching and learning process. The significant product will use for one way for a teacher in the teaching process.

Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially. Moreover Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

I.8 Definitions of Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to explain the definition of terms as follows:

1. Effect

Hornby (2005: 138) said that effect is change that something or somebody causes in something or somebody else, or result. An increase in students' understanding of narrative text.

2. Comic strips

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According to Hornby (2002), comic strip is a series of drawings inside boxes that tell a story and are often printed in newspaper. A comic strip is a drawing or sequence of drawings that tells a story. Written and drawn by a comic's artist, such strips are published on a recurring basis (usually daily or weekly in newspaper and on the internet).

3. Reading comprehension

Klinger (2007: 8) stated that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It is meaning that in reading comprehension, the reader needs to do many interactions with the text such as knowledge and strategy used.

4. Writing ability

Writing Ability is one of four skills in English learning process. It can be used to express our ideas. Writing ability is specific ability which helps writers put their ideas into words in meaningful form and interact with the message (SIL: 1999: 1). It means, we think of some ideas and try to move them into a piece of paper.

5. Recount text.

Recount text is a kind of genre that contains a series of events. Sofyanda et al (2007:95) explains recount text as a reports activity that happened in

the past. The purpose of literary or stories recount is a text is to tell a sequence of events to entertain or inform the readers.

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