CHAPTER I

INTRODUCTIONS

A. Background

In learning English, reading is one of the important skills that should be mastery by the students. Many people aspire to be able to read English-language texts for fun or for academic purposes. Up to high school, reading was taught in elementary school. Unfortunately, reading was not emphasized during the 12-year education. The teacher focuses more on speaking, vocabulary, pronunciation, grammar, and other topics when teaching English. The teacher merely provides a general explanation of the idea of reading, even though this is a crucial part of learning English. Reading can help students learn and gain information. For students, the ability to read plays a crucial role. Indonesian students should study English so they can read literature that are relevant to their studies or careers. Since it is now a necessary component of daily life and one of the English abilities that students studying English as a foreign language must learn. Additionally, students can develop their language,

experience, reading abilities, and intellect through reading activities (Ayu et al., 2017).

Reading is important because it may help students to improve their fluency in other skills such as speaking, listening and writing. But they faced difficulty in reading because they could not understand what they read, and understanding is an important stage for comprehending everything. According to Khotimah et al., (2016), Reading is an activity of speaking or reading only silently by looking at the writing in a text reading. Meanwhile, according to Tarigan (2008) "Reading is wrong a part of language skills including listening skills, speaking skills, reading skills, and skills writing (writing skills)".

Reading comprehension is reading with the aim of gaining a deep and thorough understanding. Learning and mastering reading comprehension is very important so that students are able to understand and further analyze a text. Furthermore, reading comprehension was described by Klingner et al., (2015) as a multifaceted process including the interaction of a variety of

elements, such as readers' prior knowledge, reading techniques, the text, readers' interest in the subject, and readers' type knowledge. These elements work in concert when reading a printed text. The readers' reading comprehension increases when interruption is present in those exchanges.

Based on the theory put forward by Dale, research is interested in developing learning media in the form of visuals, namely web-based comics or cartoons. Comics or cartoons are stories that are illustrated in the form of pictures. Comics are popular reading among children, teenagers, and even adults. Comics are usually published in book form, but with the development of the current era, comics are also published in web form. Web-based comics (webtoons) are comics that are distributed via the internet. The webtoon phenomenon in Indonesia began in 2014 when the Indonesian webtoon line exploded. Webtoons can grow rapidly in Indonesia, this is indicated by the proliferation of webtoon platforms in Indonesia. Webtoons can provide convenience to readers, apart from being easily accessible via smartphones, the stories and pictures offered

are much more interesting than textbooks. Social media tools like Webtoon can assist teachers engage children and educate them how to use their computers, Android devices, and free time to read. In situations where learning and teaching are not solely confined to classroom settings, this method may be appropriate.

A webtoon is a comic that is disseminated through an online network. Comics are an art form where concepts are expressed through visuals, frequently in combination with text or other visual data, and with the forms determined by the arrangement of the panels. Textual tools, including caption speech balloons, are frequently used to show dialogue, narration, sound effects, or other information (Sitaresmi, 2011).

According to Puspitasari (2017), in The Use of Webtoon to Improve Students' Reading Comprehension, employing Webtoon to teach reading comprehension can increase students' reading comprehension and pique their interest in the subject. Reading the Webtoon is more enjoyable and entertaining for the students.

Based on observations in September 2022, class VIII 4 students in Kota Bengkulu for the 2022/2023 school year experienced several problems in reading comprehension. From the value that the researcher got at the initial observation of the reading comprehension ability of class VIII 4 students consisting of 31 students only got an average score of 60. The researcher found that the teaching and learning activities did not go well because the teacher still used the rote learning method to learn to read. Students look bored and busy by themselves and some even go in and out of class. However, teachers do not think about it in teaching. In addition, the teachers do not have interaction with students during the lesson. Teachers become good spearheads and students become good listeners. Some students have low learning motivation. They pay little attention to the teacher, and some even chat and do o ther activities with their friends.

Table 1.1
Students' Reading Score

NO	Nama Siswa	Nilai Reading	Keterangan	
			Lulus	Tidak Lulus
1	Abel Rahma Dani	70	√	
2	Alfarabby	62		√
3	Anatasia	62		√

No	Name	Score		
4	Chelsy Amelia	38		√
5	Dinda Chairunisa	88	√	
6	Fajar	68		√
7	Kanaya	68		√
8	Kirana	58		√
9	M. Abel	68		√
10	M. Arifin	68		√
11	M. Dafa	66		√
12	M. Dendra	54		√
13	M. Jibril	66		√
14	Naura Khalisa	84	√	
15	Neysya	70	√	
16	Pedro	34		√
17	Raffa Syafwan	86	√	
18	Raihan	50		√
19	Rena	64		√
20	Rifki Trias	68		√
21	Samdior Napitulu	64		√
22	Sekar Putri A	60		√
23	Shinsui	74	√	
24	Sultan Azis	80	√	
25	Sultra Amanda	86	√	
26	Vanya Kaysa	76	√	
27	Zahira Putri H	36		√
28	Zahrani Putri	58		√
29	Zhafira Rahayyu	56		√
30	Zuldy Marsito	54		√
31	Alif Rahman A	56		√
	Total		10	21

Note: Minimum completeness criteria: 70

The findings of this study have consequences for English teachers and inspire them to consider how technology might enhance learning and assist students in submitting stronger academic work. The researcher is interested in researching **"The Effect Of English Comic Webtoon On Students' Reading**

Comprehension At SMPN 18 Kota Bengkulu " in light of the aforementioned issues.

B. Research Identification

According to the history of the issues that can be linked to pupils' poor reading comprehension Less students are motivated to read, less technology is used by teachers to differentiate instruction, and less reading instruction approach is employed. Only exercises and explanations from the textbook are provided by the teacher. Students are less likely to understand the subject matter, are unable to demonstrate their understanding, are bored, and are unable to improve their English reading skills by the conclusion of the lesson as a result.

C. Limitation of the Research

The researcher wishes to focus his investigation based on the problem's identification. The researcher will employ a reading test instrument, concentrate on students in Grade 8, and limit the reading comprehension level to Literal comprehension in 25 students at SMPN 18 Kota Bengkulu.

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D.   Research Question

Referring to the description of the background, the formulation of the problem in this research : is there any significant effect of using English Comic Webtoon towards Students' Reading Comprehension ?

E.   Research Objective

The objective to be achieved the research was to find out whether using English comic webtoon gave a positive effect on students' reading comprehension.

F.   Significance of the Research

This research is expected to be useful for all parties. The benefits that can be taken are as follows:

1. Theoretically, this research is expected to be able to test the theory about whether there are differences in student achievement between students' reading comprehension using the webtoon comic application at SMPN 18 Kota Bengkulu.

2. Practically

   a. For Agencies For information about differences in students' reading comprehension learning

achievements using the webtoon comic application at

SMPN 18 Kota Bengkulu

b. For schools or teachers As an insight into differences

in student reading comprehension achievement using

the webtoon comic application at SMPN 18 Kota

Bengkulu

G. Definition Of Key Terms

1. Reading comprehension is reading with the aim of gaining

a deep and thorough understanding. Learning and

mastering reading comprehension is very important so

that students are able to understand and further analyze a

text.

2. Comic Webtoon is stories that are illustrated in the form

of pictures. Comics are popular reading among children,

teenagers, and even adults. Comics are usually published

in book form, but with the development of the current era,

comics are also published in web form.