CHAPTER I

INTRODUCTION

This chapter presents: A) background of the study, B) identification of the problem, C) limitation of the study, D) formulation of the problem, E) objective of the study, and F) significant of the research.

A. Background of the Study

Among the skills that English learners should master are reading skills. Reading is an extremely complicated skill. Students need to focus more on critical thinking, vocabulary acquisition, language skills, time management, reading strategies, and concentration when they are reading. It is crucial for them to become fluent readers because reading comprehension will increase with fluency, (Terry 2017) in (Robbani & Khoirotunnisa, 2021b). According to the aforementioned definitions, reading is a sophisticated cognitive process that requires the reader to engage in most of their intellectual activities, such as comprehension in order to understand concepts or information that the text extends.

Making sense of the text is the process of reading comprehension. All reading instruction ultimately aims to facilitate a reader's comprehension of a particular text. (Choiriningtyas, 2018) stated on his research, Some students have a problem comprehending text to understand and get information, to help them solve their problems, some media are developed, one of them is online comic strips. Most of the

students in Indonesia lost interested in reading, especially reading an English book. So, without understanding, learning is impossible since no educational system can ignore language comprehension. Despite this, students continue to practice reading even when it is challenging to understand every word, which motivates them to read. Choiriningtyas, (2018) Motivation in reading is driven toward reading and learning. Motivation is the desire to learn. Then, Without motivation they have continue to fall further behind. Because struggling readers may have low confidence in their reading abilities and may be less motivated to continue trying if they believe they will fail, it is important to start building this motivation early in the Student's literacy career, when it may not be obvious to the child why reading is important (Ykema, 2019)

There are three issues that lead to low reading proficiency among students. The first is that reading materials provided by teachers, including textbooks, periodicals, or e-books, are tedious to read due to their lengthy texts. The second issue is that a lot of pupils lack comprehension of what they read (comprehensive reading). This leads to a lack of reading habits because students are unaware of the recommended reading material. The last problem is student have opportunity to read the English text only during English class. So, to solve all the problem over, researcher would have used English Comic Web-toon as reading materials, By giving students reading materials such as comic books with lots of graphics and narratives, they can become more motivated readers and develop reading habits, finally easily

getting information from the text (would have increased comprehension). According Robbani (2021) Students would be unmotivated to learn English if they had no interest in the reading content.

The researcher would have conducted English Comic Web-toon to increas students' reading comprehension. The choice of reading material can have an impact on the reading process itself. According to Robbani & Khoirotunnisa, (2021), reading online English comics can help students improve their language proficiency, critical thinking, creativity, and motivation to read. This related with Gusmeris' study, (2020) about to increas reading comprehension with use English Comic Web-toon. According to the data of her research, has found that the post-test of the experimental class is higher than the pre-test score. It can be seen that the mean of pre-test in experimental class before the researcher gave treatment using online comic strips or Web-toon was 68.35, and the mean of post-test after the researcher gave treatment using online comic strips was 80.51. its mean using English comic more be effective. The other researcher is Yuli (Prihastuti, 2013) about to improved reading comprehensive using Visualization Strategy (Comic) She claims that using the visualization technique could help the pupils' reading comprehension. Through their own drawings and visualizations, the kids get a deeper understanding. Students were also made aware of the detail information found in the literature. Because of this, the researcher will experiment using English Comic Web-toon to increased reading motivation and reading comprehension because

many advantage from this, specifically comic can make students increase their motivation in reading and create fun learning, The comic can help students understand complex vocabulary and with the visualization of the text that gone along with picture, the students are easily understood.

Based on the researcher's observation on reading activities at SMA Negeri 1 Lempuing, the researcher has to find several problems. Firstly, not all students are motivated to read when they reading. Secondly, The students could not imagine what they were reading so they did not really understand what they are reading. Thirdly, limited time, it is because their opportunity to read the English text only during English class. Using textbook or long text as a result the student low motivation in reading as a consequence no more reading than in English class. Here, the research used English Comic Web-toon as well as to make the process to be fun or getting motivation and comprehension for the student.

The reason of researcher used the study are 100 percent students have hand phone device and 9 out of 10 students love online comic. I think this is very suitable with the problem, according to recent data obtain from the first semester of Academic Year 2022/2023, The average reading comprehension score of eleventh grade students toward English texts, according to the researcher, is still poor, in sumatif assessment there are 40 question they were able to answer an average of 7 from 25 question text.

There are a lot of resources available on the internet in this digital age. An English comic is one of the reading resources that may be

acquired online. kind of online comic is Web-toon. Web-toon is an online application or reading comics, it was developed by Naver LINE from Korea Web-toon, (2014). Many people, including parents and instructors, are unaware of the advantages of using English comics as reading material for pupils learning the language. They mistakenly believe that reading English comics is just for fun, yet students can benefit much from reading English comics for studying, particularly when it comes to language acquisition. According to Muzumdar (2016), reading an English comic can improve students' comprehension of the subject matter, inspire them to read more, help them recall the information, and make the learning process more enjoyable. Research has proven that English Comic is effective in increasing students' reading comprehension; Prihastuti, (2013), they would have used comic or material visualization/comic to increase reading comprehension. However, these studies did not include motivation as a factor that may influence students' reading comprehension. Motivation is a feeling of affection.

Motivation is someone's effort when they want something. Motivation can also be interpreted as awareness of oneself, others and the environment. Motivation in reading is encouragement in reading activities, it same with Choiriningtyas, (2018) Reading motivation is one of the variables that can impact reading because pupils who are motivated and willing to read become accustomed to reading and lose sight of language. Students who like to read can foster motivation that

can support learning. According to Anne (2014) in Choiriningtyas, (2018) students' motivation and reading skills both are important factors that help drive student success and lifelong learning. According to Amundsen & Martinsen, (2015) that reading motivation and comprehension are two key aspects in readers. earlier studies have shown that; According to Ahmadi, (2013), Encouraging pupils can help them achieve more, make more informed assumptions, overcome problems or challenges while reading the material, and also lessen comprehension concern. That related with Choirinintgyas, (2018) that there is a positived correlation means that the increased in reading speed will be followed by an increased of reading motivation. It implies that students who were more driven and interested in reading comprehension would have done better than those who were less driven, and they would have gained numerous advantages in terms of their English reading comprehension skills.

While the earlier studies have either examined about the effected English Comic Web-toon and the effect students' Reading Motivation. This study examines both variables simultaneously. Using a factorial design, this study aims to know the effected of English comic Web-toon in teaching reading comprehension. At the same time, the study analyzes the effect of students' reading motivation as a moderator variable. Because the problems faced by SMA Negeri 1 Lempuing this research involves those students as the population of the research, the students still used conventional to study. So, researcher had thought

suitable to apply my research. According to the justification provided, the researcher would have been interested in carrying out research about "The Effect of English Comic Web-toon and Reading Motivation Toward Eleventh Grade Student's Reading Comprehension at SMA Negeri 1 Lempuing"

B. Identification of the Problem

The problem in this research can be identified as: Firstly, the students are not motivated when they have reading activity. Secondly, the students could not imagine what they were reading so they did not really understand what they read. Thirdly, limited time, it is because their opportunity to read the English text only during English class. Using textbook or long text as a result the student low motivation in reading, there no guarantee whether the students understands the text or not. as a consequence no more reading than in English class.

C. Limitation of the Problem

The researcher's focus in this study was on how reading motivation and English comic Web-toons affected the reading comprehension of eleventh grade students at SMA Negeri 1 Lempuing.

D. Formulation of the Problem

There are five the problem in this research as formulated as follows;

1. Was there any significant difference in reading comprehension between the students who have high reading motivation and those who have low reading motivation taught using English comic Web-toon teaching strategies?

2. Was there any significant difference in reading comprehension between the students who have high reading motivation and those who have low reading motivation taught using traditional teaching method?

3. Was there any significant difference in reading comprehension between the students who have high reading motivation taught by using English comic Web-toon teaching strategies and traditional teaching method?

4. Was there any significant difference in reading comprehension between the students who have low reading motivation taught by using English comic Web-toon teaching strategies and traditional teaching method?

5. Was there any significant interaction effect of English comic Web-toon teaching strategies and reading motivation toward the students' reading comprehension of the eleventh grade students at SMA Negeri 1 Lempuing?

E. Objectives of the Research

The objectives of the research are to find out and analyze:

1. The significant difference in reading comprehension between the students who have high reading motivation and those who have low reading motivation taught using English comic Web-toon teaching strategies.

2. The significant difference in reading comprehension between the students who have high reading motivation and those who have low reading motivation taught using traditional teaching method.

3. The significant difference in reading comprehension between the students who have high reading motivation taught by using English comic Web-toon teaching strategies and traditional teaching method.

4. The significant difference in reading comprehension between the students who have low reading motivation taught by using English comic Web-toon teaching strategies and traditional teaching method.

5. The significant interaction effect of English comic Web-toon teaching strategies and reading motivation toward the students' reading comprehension of the eleventh grade students at SMA Negeri 1 Lempuing.

F. Significances of the Research

The researcher expects that the result of this research could be given some benefits for the following:

1) For the Students

The study would be helpful, because its findings might encourage students at SMA Negeri 1 Lempuing to read more, help them retain the information, and make learning more enjoyable overall, especially when it comes to reading.

2) For the English teacher

The findings of this study will be utilized to advise English teachers as they create their English teaching tactics and may also aid teachers in refining the way they instruct reading comprehension..

3) For the writer

This research would have given information and knowledge whether English Comics Web-toon and learning Motivation were suitable and effective to students of senior high school.

4) For other researcher

For researcher, the result of this study could be improve knowledge and experience for other researcher.