CHAPTER I
INTRODUCTION

This chapter presents about background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, significance of the study, and operational definition.

A. Background of the Study

Humans are social creatures that cannot be separated from social interaction between one another which then results in communication. One of the tools used to communicate is language. Language as a communication tool has a purpose so that we can convey something and can be understood by others. Language is used as a means to express or express thoughts, feelings, emotions and convey information or messages in the form of ideas or ideas and also to show the existence of humans in their environment. Language can be said to be used to facilitate and effectively communicate so that interlocutors can clearly understand the information conveyed by the speaker. Language can be manifested in various forms, one of which is comics.

Comics are one of the favorite reading materials for many people, including children, this is because comics have interesting designs and are filled with pictures. One of the advantages of comics, such as research conducted by Thorndike (Daryanto, 2011) states that reading at least one comic for a month will increase students' vocabulary mastery much more than students who do not like comics. This article reports on the use

of comic-books in reading instruction and literacy development. Despite being viewed as childish or valueless, these popular books can be used to increase interest in reading in adolescents.

The purpose of this study was to use comics to improve students' vocabulary acquisition through reading comprehension. Researchers focused on using Snow White comics to improve students' vocabulary acquisition. Data was collected through testing. The test was divided into a pretest and a posttest to determine the students' vocabulary acquisition skills before and after treatment. A questionnaire was also used to examine students' reactions to this approach. The sample was 63 students from grade 6.

The reason researcher chose this title because, nowadays the children do not read a comics. They like to watch movie or playing games. So researcher want to tell that when children read comics it is very helpful in learning to read, besides that children can also get new vocabulary that they have never known. Interest in reading for today's children has begun to decline, while reading activities are very helpful in improving students' speaking and written skills.

B. Identification of the Problem

Based on the background of the problem above, it can be concluded that the identification of the problem is :

1.   The lack of reading interest to reading.
2.   The lack of students reading ability.

To identify the existing problems, the researcher started by finding out how the students' abilities were before reading English comics. After that, the researcher began to

use English comics books for students grade 6th SD Muhammadiyah Bausasran as a learning medium to increase reading skills and add new vocabulary that would be obtained.

C. Delimitation of the Problem

Based on the description above, it can be stated that this research focuses on the effectiveness of Reading Comic Books to students, especially 6th grade at SD Muhammadiyah Bausasran to improve their Reading skills. Comics speak to students in a way they can understand and relate to. Even after students learn to become good readers, comics provide students with the opportunity to read material that combines images and text, perspective, puns, and humor that cannot be achieved with text alone. Why are comics important to children? Improve your child's reasoning ability. This is a key component to a valuable life skill that all young children need to develop. Cartoons encourage young children to 'read between the lines', deriving meaning from pictures and improving thinking skills.

D. Formulation of the Problem

Based on the description in the background, several problem formulations were obtained, including.

1. Is reading comic book effective to improve reading skills?
2. Is the quality of the English comics read useful for 6th graders?

E. Objective of the Study

Corresponding to the formulation of the problem, the objective of the study is :

1.   To describe the effectiveness of using comic

2.   To compare before and after using comic as media in learning english.

F. Significance of the Study

This research is expected to help: The results of this research are expected to lead to improvements in English education, especially in reading comprehension. I hope that this paper can also contribute to the following four groups of people:

1. For Teachers

   Provides researchers with advantages in determining appropriate learning media for teaching reading comprehension skills and improving reading comprehension outcomes. It is also helpful for teachers to create a positive teaching-learning environment where students feel comfortable and engaged.

2. For students

   This study should increase students motivation and understanding in learning English, especially reading comprehension.

3. For Schools

   This research is expected to be taken into account in establishing guidelines to improve the quality of teaching and learning processes. This also includes aspects of educational strategies, educational media, and educational environments.

4. For authors

For other researchers, the results of this study are expected to provide valuable contributions and information regarding the use of comics in the English teaching-learning process

G. Operational Definition

Reading comprehension is a skill that refers to the ability to read, understand, interpret, and decipher written language and texts. Good reading comprehension skills are very helpful when processing and responding to emails, messages, letters and other written communications. Using reading skills in the workplace is also important for effective written communication. This reduces misunderstandings about expectations.

Reading also includes several important aspects that work together to develop general reading skills such as: reading comprehension, fluency, vocabulary, and strategies that help readers interpret and find meaning in texts.