

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The development of the world of science and technology today has occurred in human life, one in the self is in the world of education. Education is still far from the hope of the Indonesian nation, because it has not been able to walk balanced with the times. This requires a lack of mastery of the discipline and students' reading ability generated through the educational process. To improve students' reading skills, a good and proper learning strategy is needed in order to improve the quality of education and students' reading ability.

Learning strategy is one of the training program that includes learning development strategy, model, strategy, keywords, assisted teachers as explorers and translator materials to be mastered by students. Keywords are easily understood by students, which achieves the learning objectives that have been formulated.

The use of appropriate learning strategies in the learning activities will make students interested and happy to take classes in class. Students easily master the taught material. So the learning activities associated with daily activities, then the learning process will be fun, students will also feel interested to involve themselves and participate actively in the learning process. Through the situation, students will be accustomed to express their ideas and opinions, so that students can develop the creativity they have.

Every human being is born with all the potential possessed including the potential of the mind in terms of reading ability. But in the learning process, its use is still far from optimal, but to achieve maximum results in mastering English material. Requirements that must be owned by students are learning readiness, facilities, and the most important is the ability to read students. The ability of reading students is very influential in terms of mastering the concept of learning English.

English learning is not just limited to reading a package book and hearing or doing just about any exercise. But learning English should use other media so that students do not feel bored for example using comics. Comics are sequential static images that relate to one another forming a story (In this case McCloud (2002: 9) provides an understanding of comics which, among other things, are "drawings and other symbols embedded in the sequence certain to convey information and or achieve aesthetic responses from readers". By reading comics, students will not be bored and learning becomes more fun. The writer assumes that comic is a kind of text that will attract students' interest and stimulate them to enjoy in learning process. As Walt Disney says, animation, an element of comics, offers a medium of story telling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world. Although the comic is written in English, the students of Junior High School will enjoy reading it for the following reasons: comic is a light and easy-to-understand reading material. It has pictures and contains short conversations in "bubbles" of speech. The vocabulary used there can be inferred from both pictures and 4 the context, so

the students do not waste their time to look up the meaning of difficult words in a dictionary, the sentence structures, which are used in comics, are simple, and they enable students to understand what the sentence means. (Taufik, 2006: 3). Not only that, in addition to using comic media also required a learning strategy for learning activities to success. One of the learning strategies that used is a small group discussion strategy.

Small group discussion is part of many learning methods that spur the learner's activity. This method other than as a method of discussion also as a method of problem solving (Djamarah, 2005: 78). Small group discussion is done by dividing the students into groups. Implementation begins with the teacher presenting the problem in general, then the problem is divided into sub issues that must be solved by each group. Completed the discussion in small groups, the group leader presents the results of the discussion. In small group discussion learners create small groups (5 to 6 people) to discuss materials provided by teachers or materials obtained by members of the group.

The author believes that by providing comics as a media in the small group discussion strategy, students will get some advantages as stated : this will stimulate their motivation and interest in grouping with their friends, increase knowledge and enrich their vocabulary, and giving pleasure to students in a small group discussion strategy. By using small group discussion strategy and comic media is expected to help students in reading, comprehending a reading, solving problems related to the story and help students understand other English lesson materials and can generate new

ideas in order to make students more creative in learning. SMPN 2 Menganti is one of the schools that the level of reading skill of English language is still less especially in class VIII D. The data was obtained from previous field study. So the authors choose the school to be used as a place of research. Referring from the description, the authors raised this research with the title: "The effect of comic in small group discussion strategy towards students' reading skill" of SMPN 2 Menganti.

1.2 Statement of the Problem

Based on the description of the background, the questions in this study are:

1. Is there any comic effect in small group discussion strategy to students' reading skill activity of SMPN 2 Menganti?
2. How big is the influence of comic in small group discussion strategy on students' reading skill of SMPN 2 Menganti?
3. How does the student response with the implementation of small group discussion strategy on students' reading skill of SMPN 2 Menganti?

1.3 Purpose of the Study

From the formulation of existing questions can be formulated the purpose of this study are:

1. To know the effect of comic in small group discussion strategy to students' reading skill activity of SMPN 2 Menganti.

2. To find out how big the influence of comic in small group discussion strategy to students' reading skill of SMPN 2 Menganti.
3. To know the response of students with the implementation of small group discussion strategy on students' reading skill of SMPN 2 Menganti.

1.4 Significant of the Study

The are two significance of this study, there are theoretical and practical.

1.4.1 Theoretical Significant

Theoretically, the researcher hopes this study give contribution to educational research development, and also give alternative strategy it can be use in Junior High School.

1.4.2 Practical Significant

1. For Students

Improve the quality of students' reading and student achievement in learning English by using small group discussion strategy.

2. For Teachers

Extend knowledge and insight into learning English.

3. For Schools

As an input material for school educational institutions in improving the quality / quality of schools.

1.5 Scope and Limitation of the Study

1. Scope

The scope of this research is the students of eighth grade, D class of SMPN 2 Menganti year 2016 - 2017.

2. The Material focused on Narrative text and used Comic media.
3. Problem Restrictions

In order to make the problem in this research more focused, researchers only limit some aspects, namely:

- a. Research is limited to reading only.
- b. Research is limited to studying only one class.
- c. The criteria of learning material success in reading, if the students' absorption achieves the learning mastery applied by the school that is 75%.

1.6 Hypothesis of the Study

Researchers put forward the hypothesis that:

1. There are significant effect in student activity during learning activity.
2. There are significant effect in students' reading skills after reading comic.
3. There are significant effect student response with small group discussion strategy.

1.7 Definition of Key Terms

1. **Learning English** is a learning activity conducted by teachers and students associated with text, images, graphics or other media that produce an information.

2. **Small Group Discussion Strategy** is a learning method that gives students the opportunity to learn more actively by working together in groups to achieve a defined goal.
3. **Reading Skill** is to include the understanding of sentences. An understanding of the sentences includes the ability to use the theory of intercostal structural relationships. Knowledge of the structural relationship is useful for the process of understanding the sentence, because the sentence is not just a string of words but a string of interrelated words follow specific ways.
4. **Student Activity** is some activities that are relevant and lead to the purpose of learning that students do in the learning process to achieve the goals and learning outcomes.
5. **Student Response** is the response given by students to the teacher in the learning process that can be a positive and negative response.
6. **Comics** are sequential static images that relate to each other that form a story. In this case McCloud (2002: 9) provides an understanding of comics which, among other things, are "drawings and other symbols embedded in a particular order to convey information and or achieve aesthetic responses from the reader".