**CHAPTER II**

**FRAME OF THEORY, FRAME OF THINKING, AND HYPOTHESIS**

1. **Concept of Teaching English as Foreign Language**

Learning is acquiring or getting of knowledge of a subject or a skill study, experience, or instruction. In the definition of learning, may be concluded as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. And Teaching is facilitating learning, enabling the learner to learn, setting the condition for learning.[[1]](#footnote-1) It means that, language is very important to human life, because all interaction and activities will be run with language.

In some countries, English is a second language but, In the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.[[2]](#footnote-2) In Indonesia, English is as a foreign language and English has been a subject of learning in Junior High School, Senior High School, and University level. At Junior High School level, English is as a compulsory subject where the students study four skills in English: listening, speaking, reading, and writing.[[3]](#footnote-3) English subject is one of curricula’s programs that have purposes to develop the students’ competence in terms: attitude, knowledge, and skill of English.

Many experts explain about what TEFL is. One of the expert is Wilkins. He states that, teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.[[4]](#footnote-4) It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Teaching English as a foreign language is not easy because the students do not use English for daily communication. The students only use English when they have an English class.This is supported by Crystal who states that if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.[[5]](#footnote-5) Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process.

In Teaching English as Foreign Language, teachers have big influence of the students’ comprehension of material. It is supported by Bowman who states, “In recent years teachers of English as a Foreign Language have been paying increasing attention to identifying the needs of their students, to students’ attitudes towards English and their reasons for learning it.[[6]](#footnote-6) In Teaching English as a Foreign Language, one significant factor that influences most of the success in teaching and learning are teachers. They have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, instruction and technique well.

It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involve in the teaching learning process. The teacher also should manage the class in a good way. The teacher should be creative in teaching by using variety of media or technique, so the students will not feel bored or lose eagerness to learn.

1. **Concept of Reading**

Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading. Many experts define reading as the process of putting the reader in contact and communication with idea.

The main point in reading is how the reader can take the passage of the text what they read. It is supported by Grabe who states that reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world’s population can read-a little more than 80 percent of the world’s population can read to some extent.[[7]](#footnote-7) A good reader should be able to get the point of the text which they read. So they should do an effort to comprehend the message of the text based on their own manner.

Hedgcock in his book states that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on *bottom-up processes* (for decoding and comprehending the text) or *top downskills* (for activating the background knowledge and prediction strategies of the reader).[[8]](#footnote-8) By reading, we are able to get a lot of information and knowledge based on what we require in our life. As a teacher we should be able to develop the students’ skill that they can read English texts effectively and efficiently.

Another explanation from Harmer who states that Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.[[9]](#footnote-9) Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

Based on theories above, reading is actually a short conversation between the writer and the reader. The original or exact message the author means to communicate is really only known by the author. While the reader reacts and interprets print from his own knowledge base there is the opportunity to verify what the author actually says or means.

1. **Concept of Reading Comprehension**

The main point of reading is how the readers comprehend the content of text. Talk about Comprehension, “it is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts the word frequently doesn't appear alone, but in such combinations as comprehension skills or the comprehension process*,* even by people who would never use expressions like understanding skills or the understanding process*.*[[10]](#footnote-10) Sometime we can understand easily to get the main point of the text what we read. But, as a reader we should also know a technique or scientific approach to comprehend a text that hard to understand the meaning.

According to Clark *et.al* reading comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author’s ideas but has not yet made a critical evaluation of those ideas.[[11]](#footnote-11) As a good reader, we cannot judge the writer’s idea. The reader only try finding what the writer’s thinking and comprehending the writer’s idea from the book.

Reading comprehension involves much more than readers’ responses to a text. According to Klinger, Reading comprehension is a multi-component, 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).[[12]](#footnote-12) It is a complex activity when we try to comprehend a text. Comprehend a text is not only getting a new information from a text, but also related with our previous knowledge and strategy that it helps us as a reader to take the exactly message from a text what we read. One of the strategies is by reading a book that we are interested in reading it.

Reading comprehension means that a reader acquires from reading. It is highly related to the conceptual background of the reader. According to Snow who states “we define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which comprehension is a part.[[13]](#footnote-13) It can be understood that reading needs comprehension. Reading comprehension is careful reading in order to understand the total meaning of the passage.

There are some criteria that are commonly used in measuring students’ reading comprehension. They are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (instated detail)
6. Supporting idea (s)
7. Vocabulary in context.[[14]](#footnote-14)

It can be inferred that reading comprehension is a process that the reader must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is not simply making sound of the text, but it is about comprehending the idea of the text itself. In the process of comprehension the students need skills and media related to the purpose of reading and consider the questions to concentrate on the important points.

1. **Concept of Media**

The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistic and nonlinguistic such as the students, the teacher, the methods, material and media or aids used. One of component that should be prepared by the teachers in learning is media. By using media, it can help the delivery of source information from the teacher to the student.

To know what media that suitable with the material, the first thing that we have to know is the definition what the media is. Based on Smaldino and friends who state that a medium (plural, media) is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and receiver. Example includes video, television, diagrams, printed, materials, computer programs, and instructors.[[15]](#footnote-15) The purpose of media is to facilitate communication and learning.

Another definition by Azhar who states in his book that the word *media* comes from the Latin’s *medius*, which literally means the ‘middle’, ‘intermediate’ or ‘introduction’. In Arabic “wasa ala”, the media is an “intermediate” or introductory message from the sender to the receiver of the message.[[16]](#footnote-16)Gerlach and Ely says that if the media is understood broadly human, material, or events that establish the conditions that enable the child to acquire the knowledge, skills, or attitudes. In this sense, teachers, textbooks, and school environment is the media.[[17]](#footnote-17) More specifically, the notion of media in teaching and learning tends to be interpreted as graphical tools, photographic, or electronically to capture, process, and reconstruct visual or verbal information.

It can be concluded that the definition of media is something that is delivering the message and can stimulate thoughts, feelings, and willingness audience (students) so as to encourage the learning process in itself. Creative use of media will allow the audience (students) to learn better and improve the performance of them in accordance with the objectives to be achieved.

Based on Smaldino, they divide six basic types of media used in learning. The most commonly used medium is text, audio, visual, motion media, manipulative object, and people. [[18]](#footnote-18)

1. Text

Text is alphanumeric characters that may be displayed in a format-book, poster, chalk-board, computer screen, and so on.



1. Audio

Audio includes anything you can hear-a person’s voice, music, mechanical sound (running car engine), noise, and so on.



1. Visual

Visual are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, graphic in a book, cartoons, and so on.



1. Motion media

Other types of media are motion media. These are media that show motion, including videotape, animation, and so on.



1. Manipulative Object

Manipulatives are three dimensional and can be touched and handled by students.



1. People

The final category is people. These may be teachers, students, or matters experts. People are critical to learning. Student learn from teacher, other students, and other adults.



1. **Concept of Graphic Novel**

One of visual learning media which can be used in English teaching is graphic novel. There are many graphic novels that are true to the comic book predecessors, written about history, including past and recent wars, politics, civil rights and more personal issues such as abuse, disabilities and family relationship. Many classics have been rewritten in graphic versions of Moby Dick and Romeo and Juliet, along graphic historical texts on the American Revolution and the invention of electricity.[[19]](#footnote-19) Essentially, graphic novels have been created that touch on all of the subjects are conveyed by more traditional texts.

Vygotsky as cited by Carter states that Graphic Novel is a book-length sequential art narrative featuring an anthology-style collection of comic art, a collection of reprinted comic book issues comprising a single story line (or arc), or an original, stand-alone graphic narrative.[[20]](#footnote-20) Graphic Novel is a long print text literacy with a picture. As its name, this is a novel with a picture inside.

According to Eisner who states that sequential art or graphic novel is creative expression a distinct discipline, an art and literary form that deals with the arrangement, of pictures or images, and words to narrate a story or dramatize an idea.[[21]](#footnote-21) The function of the picture in the novel is to visualize the narration of the text. By combining picture and word it is expected to help the reader are easier to comprehend the content of the text.

Another definition from Spear who states that the shortest definition of graphic novels describes them as “book-length comic books.” A definition used by librarians refers to them as book-length narratives told using a combination of words and sequential art, often presented in comic book style. The constant in both definitions is “comic book.” Because the image of comic books seems to fuel resistance to graphic novels by many educators and librarians, correlating the benefits of graphic novels to learning requires a change in the way they are viewed.[[22]](#footnote-22) Instead of thinking of them as a genre, it is necessary to think of them as a format.

Graphic novel is needed by a reader or a student who gets difficulties in reading comprehension. According to Scholastic who states that Graphic novel can dramatically help improve reading development for students struggling with language acquisition, including special-needs students, as the illustrations provide contextual clues to the meaning of the written narrative. They can provide autistic students with clues to emotional context that they might miss when reading traditional text.[[23]](#footnote-23) English-language learners will be more motivated by graphic novels, and will more readily acquire new vocabulary and increase English proficiency.

Based on the definition above, it can be inferred that the term of graphic novel is nearly bound to the term comic books. Eventually these two things bring the same stories, but physically they are too far different. We can differentiate these by observing the function of each component, in this occasion is texts and pictures. In graphic novel, the text dominantly appears in narrating the story and the pictures functioned to help the reader in imaging the story,while the texts in comic is as an adjacent to the story and describe the picture.

1. **Teaching Reading Comprehension by Using Graphic Novel**

When we teach reading comprehension with graphic novels, three windows of opportunity allow readers to enter, inhale, and comprehend the reading experience. Words window, the images window, and the words and image window.

Through the word windows, readers concentrate on their ability to comprehend the story trough the author’s use of word. Through the image window, readers concentration on their ability to comprehend the story through image. And finally, through the words and image window, readers concentrate on their ability to comprehend the story through the author’s use of words and images together.[[24]](#footnote-24) In the procedure, the researcher elaborates Manin’s procedure in teaching reading comprehension with graphic novel who uses three basic windows to communicate graphic novel as media to the students. There are image window, word window, then the last is image and word window.

Procedure of teaching English by Using Graphic Novel

1. **Pre reading activity**
2. Warm up, brainstorming, the researcher opens the class, motivate, and give some questions to the students about their knowledge of graphic novel. E.g. (*what is your hobby, do you like reading book, do you like reading Novel, what kind of book do you like, anyone knows about Graphic Novel*). While asking and answering activity, the researcher responses some students’ answer and write it in the white board.
3. After the students look familiar with the definition of graphic novel, the researcher shows the cover of Jane Eye to the students as one example of graphic novel. The researcher previews the prologue and explains the setting and main character of Jane Eye graphic novel to make students easily understand the graphic novel.
4. **While reading activity**
5. In this activity, the researcher spreads the copy of Jane Eye graphic novel, but in a text without image, then ask the student read aloud the material (word window).[[25]](#footnote-25) After some students have read the text, the researcher ask them guessing word meaning of the text.
6. When the students look confuse about the meaning of the text, the researcher preview the image of graphic novel without a text inside. There are only a blank of bubble or circle that should be filled a text (image window).[[26]](#footnote-26) Then the researcher ask the student to guess which word that appropriate with the blank bubble or circle form.
7. Next step, the researcher gives the student full format of Jane Eye graphic novel (word and image window).[[27]](#footnote-27) There is text and image in the graphic novel that make student easy understanding and analyzing the main idea (topic), and also inference (implied detail).
8. **Post reading activity**
9. In post reading activity, the researcher asks the students some questions related to the material without looking at the text to check the result of the student in understanding the materials.
10. After that, the researcher and student review the story, determine the generic structure, main idea, implied detailof the text and also mention the moral value of the text.
11. The researcher and students together conclude the material that is already faced by the students, then close the meeting.
12. **Advantages and Disadvantages of using graphic novel in teaching reading**
13. Advantages of using graphic novel in teaching reading.

Students can learn much by studying how graphic novels work, and comparing them to other forms of storytelling.

1. A unique art form—the combination of elements in graphic novels

Novels speak to us usually in a linear written narrative; picture books tell a story with text accompanied by illustrations; film does so with moving images and dialogue; and poetry can communicate on levels that no other storytelling can. Graphic novels combine all these elements in their own unique way. They are like prose in that they are a written printed format, but they are also like film in that they tell a story through dialogue, and through visual images that give the impression of movement.

1. Learning from the unique format of graphic novels.

Students can compare the different experiences of receiving information through written narrative, versus receiving it visually without words. They can analyze how information about character is derived from facial and bodily expressions, and about meaning and foreshadowing from the pictures’ composition and viewpoint. You can invite students to find examples of where the viewpoint of the picture is critical to the reader’s experience of the story. Students can also discuss how in graphic novels, as in movies, readers can often deduce what happened—but was not explicitly stated—in the interval between one image and the next.

1. Disadvantages of using graphic novel in teaching reading.

 There are some Disadvantages of using graphic novel in teaching reading:

1. The perception (by students, parents, and school administration) that comics aren't serious reading.
2. Another problem might be that students with ADD or dyslexia might struggle with all the different visual items to keep track of.[[28]](#footnote-28)
3. **Text Media (The teacher’s learning media )**

English teaching media is very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

Based on the interview that researcher has done. the English teacher "Miss Husna” told that she uses text media (teacher handbook and student worksheet). Text media is alphanumeric characters that may be displayed in a format-book, poster, chalk-board, computer screen, and so on.[[29]](#footnote-29) By using text media we can discuss with the students what the type of text is and differs from other type of text. We can identify its denotative meaning and discuss such features as narrative structure, how meanings are communicated, values implicit in the text, and connection with other text.

Teacher English hand book is the key resource containing practical teaching and learning. It is currently being revised and completed chapters that it will contain the current condition of employment for teachers in the teaching service, and list their responsibilities. Another media that is used by the teacher is student worksheet. Student worksheet is a sheet of paper containing working notes, preliminary formulation. Student worksheet is a sheet of paper printed with practice exercises, problems, to be worked on directly by student.

In the teaching learning process, the teacher takes an example of narrative text from teacher handbook and writes on the white board or copies the text for the student. After that the teacher explains the narrative structure and the feature of the text. Then, to evaluate the student comprehension of the material, the teacher asks the student to answer some questions from the student worksheet.

1. **Frame of Thinking**

Reading is an active process because it involves an interaction between thing and language. It means that the readers bring to the task a formidable amount of information and ideas. In Indonesia English is a Foreign Language. For ESL students who learn reading as one of skills in English get difficulties to comprehend English text. It happens because they rarely meet English in their life. They only get English in their school or course. Based on the explanation above, it is the reason that the teachers of ESL student should have interesting method, technique, or media to make the student interested to reading.

One of media that can be used in teaching reading is graphic novel. The researcher thinks that graphic novel can give influence to help student’s reading comprehension. Graphic novel collaborates between conventional narrative story and picture which is used to help its readers to imagine the story. This is interesting, when the readers find a new word by collaboration of an attractive pictures and words of the story that will be a very joyful help for understanding the meaning.

Based on the explanation above, the researcher believes that graphic novel will make student interested in learning of reading. In graphic novel, the text dominantly appears in narrating the story and the pictures functioned to help the reader in imaging the story. It can motivate the students to get specific information easily.

1. **Hypothesis**

Based on the formulation of the problem above, the hypothesis of this study can be formulated as follows:

Hɑ : There is significant influence of using graphic novel towards students’
 reading comprehension.

Hο : There is no significant influence of using graphic novel towards students’
 reading comprehension.

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26. See Appendix 5 On Page, 74 [↑](#footnote-ref-26)
27. See Appendix 6 On Page, 77 [↑](#footnote-ref-27)
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