

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Reading

2.1.1 Definition of Reading

In Islam, reading is very important. Because we can enlarge and increase our knowledge. Allah SWT suggested on the holy Al-Qur'an in Surah Al-Alaq:¹

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ ﴿٢﴾
مِنْ عَلَقٍ ﴿٣﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٤﴾ الَّذِي عَلَّمَ
بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٦﴾

*Createth man from a clot. Read: And thy Lord is the Most
Bounteous, Who teacheth by the pen, Teacheth man that
which he knew not". (Al-Alaq 1-5)²*

According to the above verse, it is clear that the Qur'an commands and emphasizes reading skills to build knowledge and understanding and to gain much

¹Department Agama RI, *Al-Quran dan Terjemahannya* (Bandung : Cv Penerbit Diponegoro, 2005), 479.

²Abdullah Yusuf Ali, *The Meaning of the Holly Qur'an* (Madinah: Amana Publication, 1997), 240.

information. By reading through a lot of hope that students can be more active and creative for the development of their knowledge, because reading contains a variety of information and knowledge to give them a change in the learning process. At school there are four skills that must be mastered by the students. They are speaking, listening, reading, and writing. As Day and Bamford defined that reading is the construction of meaning from a printed or written message.³ Building meaning involves linking information from written text to a reader's knowledge to arrive an understanding of meaning. This opinion is also in line with finocchiaro and bonomo reading is bringing meaning to and getting meaning from printed or written material.⁴ The effort to building meaning or bring meaning here is to indicate the active role that readers must perform and the reader must interact not only react to the text. According Harmer reading is an exercise dominated by the eyes and the

³Ilzamudin Ma'mur, *Membangun Budaya Literasi Meretas Komunikasi Global* (Jakarta: Diadit Media, 2010), 143.

⁴Ibid.

brain. The eyes receive the message and the brain then has to work out the significance of these message.⁵it is indicated that when someone have read, the brain work together to comprehend the content of the passage.

In the other sources that Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.⁶

From the definition above, it seems that reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. He or She connects text information to what they already know. Information ideas are exchanged between writer and reader in the act of communication.

⁵Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991), 191.

⁶Deborah Daiek, *Critical Reading for College and Beyond* (New York: McGraw Hill, 2004), 5.

2.1.2 Kinds of Reading

They are several kind of reading text are suitable for English language students. The great controversy has centered on whether the text should be authentic or not. That is because people have worried about more traditional language teaching material which tended to look artificial and to use over simplified language. Here are the kinds of reading according Harmer.⁷

a. Intensive

Intensive reading refers to detailed focus on the construction of reading text which takes place usually in classroom. In addition Nuttal stated that “intensive reading involves approaching the text under the guidance of a teacher or task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but how the meaning is produced.”⁸

⁷Jeremy Harmer, *How to Teach English*(New York: Longman, 2007), 99-100.

⁸Christine Nuttal, *Teaching Reading Skills in a Foreign Language*(London: MacMillan, 2005), 38.

In other hand, in intensive reading, as the term indicates, each vocabulary and structural item is explained and as fact of our active language, pronunciation, and intonation are stressed, and concept allusion is clarified. Besides intensive reading is use to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming.

b. Extensive

According to Nuttall in her book about extensive reading stated. “it is assumed that in order to understand whole (e.g. book), the reader must first understand the part (sentences, paragraph, chapters) of which adequately without grasping every part of it, students have to be encouraged to develop this facility.”⁹

Based on the statement above, the reader should select a good reading material which the material

⁹Ibid., 38.

related to extensive readings. In this activity, reading is for pleasure. Besides, the reader doesn't need to understand each word because in this step the purpose of reading is merely needs to get an overall understanding of the passage or text.

2.1.3 Purpose of Reading

Basically someone reading something of interest is to obtain information and the pleasure of reading. There is some purpose of reading which are declared by some expert. According to Grellet in this book stated that: "there are two main reasons of reading; reading for pleasure and reading for information (to find out something or in order to do something information you got).¹⁰ Based on that explanation, pleasure means that the reader reads any literary to make reader's feeling happy. Otherwise, reading for information means the reader look for information that has been expected priviously. In

¹⁰Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*(New York: Cambridge University Press, 1981), 4.

Edition Naf'an Tarihoran and Miftahul Rachmat also states that this is type of reading purposes:¹¹

1. Reading for pleasure is reading a narrative, novel, comics and so on. Here the readers enjoy the sound and the rhythm of literary text.
2. Reading for general impression, such as : to gain an idea of the writer's viewpoints, to decide whether or not to read the text.
3. Reading for organizing reading and study, such as : to identify the important content of a text, to answer a specific question, to decide which section of a text to start studying.
4. Reading for learning content or procedure, such as : to gain an understanding of new concepts to learn certain facts from a text and to follow instructions.

Moreover, the essential purpose of reading generally is to get new information or pleasure. Reading information is reading that the reader has not to stop to analyze the grammatical structures; the

¹¹Naf'an Tarihoran and Miftahul Rachmat, *Reading Basic Skills 1* (Serang: Loquen Press, 2012), 4.

reader understands the structure without thinking about it.

Reading for information requires that the reader understand of meaning passage. Reading for information may range from the scanning of documents and the reading of the letters to in depth understanding of articles of books.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

In the activity of reading at least three components involved namely writers, readers and reading text. While the things that bind all three is what is called in English comprehension. Comprehension is a process of extracting and constructing meaning through interaction and involvement with written language. According Smith stated “reading comprehension is product of complex interactions between the properties of the text and what

readers bring to the reading situation.¹²In addition According Arthur “A reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹³The writer concludes that reading comprehension is a process to understand a passage. It is a complex skill that involves students’ ability in the vocabulary, the accuracy of recognition, and so on.

According Cooper that reading comprehension is a process in which the reader may construct meaning by interacting with the text.¹⁴ The others source that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible.¹⁵

¹²Frank Smith, *Understanding Reading* (New Jersey: Lawrence Associates, 2004), 12.

¹³Danielle S. Mcnamara, *Reading Comprehension Strategies, Theories Intervention and Technologies* (New Jersey: Lawrence Erlbaum Associates, 2007), 6.

¹⁴J. David Cooper, *Improving Reading Comprehension* (Boston: Houghtonmifflin Company, 1986), 11.

¹⁵Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*(New York: Cambridge University Press, 1981), 3.

Based on explanation above that in reading comprehension, the reader should have the knowledge to understand and remember the passage. So that what is understood can be used in understanding reading comprehension.

2.2.2 Reading comprehension level

Reading comprehension involves two levels of processing they are:¹⁶

- a. Shallow (low-level) processing. It involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds.
- b. Deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Based on the explanation above, this research will use shallow (low-level) processing. It because the level of reading comprehension for this research is suitable with the purpose from the level.

¹⁶Charles J. Alderson, *Assesing Reading*, (New York: Cambridge University Press, 2000), 2.

2.3 Descriptive Text

2.3.1 Definition of Descriptive Text

Descriptive text is a text that describes the image of a person or an object. The purpose is to describe or reveal a particular person, place or object. Can also be said that the descriptive text is a text that explains about what kind of person or object in the description of the shape, nature, amount and others. According Dorothy that descriptive paragraph explains how someone or something looks or feels.¹⁷ In addition descriptive text tells about the senses how something looks, feels, smells, tastes and sound.¹⁸ Based on the explanation above, it can be concluded that the paragraph description is paragraph that needs to explain and describe an object so that readers as if to see, hear and feel the things written by the author.

¹⁷Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan, 2005), 25.

¹⁸Alice Oshhima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007), 61.

2.3.2 The Generic Structure of Descriptive Text

The descriptive text has structure as bellow :

1. Identification is to identifies phenomenon to be described.
2. Description is to describes parts, qualities, characteristic and etc.

2.3.3 The Language Feature of Descriptive Text

1. Using simple present tense because its function to describe something where the characteristics of the object or things will not change, then descriptive text using simple present tense. Example “this car is a kombi one”.
2. Using adjective describing something will be more easily understood if using an adjective so that something we describe can be imagined more clearly. Example “this car is red and cream, this chairs are good”.
3. Using linking verb is a word that connects the subject with the word explanation. Connecting word can be

to be (is, am, are) or others such as “seem, look, appear, sound, and more.

2.4 Comic

2.4.1 Definition of Comic

Saraceni has stated comic is a series of words and pictures that is presented in sequential manner to form a narrative, a forming of narrative fiction and so they have a plot, characters, setting, dialogue, and symbolism.¹⁹ In addition comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.²⁰

It means that the pictures in the comic book control the readers interpretation of the words. Action lines and dialogue balloons allow the reader to hear the messages in their heads, thus inviting the reader into to make believe world of comic books.

¹⁹Mario Saraceni, *The Language of Comics*, (New York: Routledge, 2003), 25.

²⁰Scott McCloud, *Understanding Comics The Invisible Art*, (New York: Kitchen Sink Press, 1993), 9.

2.4.2 The Component of Comics

According Saraceni suggest that there are four component of comic. The components of comics are:

1. Panel

Panel is the rectangular frames which display single instan action. Panel contain piece of dialogue of one character or between two are or more character in the comic

2. Getter

Getter is the space that divides one panel from the text.

3. Baloon

Ballon is the space in which most of verbal text or through is containing. The tail of ballon indicates the character who is speaking or thinking.

4. Caption

Caption contains a text which represents the narrators voice.²¹

²¹Ibid.,7.

2.4.3 Strengths of Comic in Education

Comics is a media that much enjoyed by various circles both among children, adolescents and adults. This is because comic have advantages especially in according to the experts:

1. Haugaard shares comics was the only way to motivate her son to read: “The first thing which my oldest boy read because he wanted to was a comic book”.²²
2. Strengths of comic according Versaci a) Visual. Pictures and text mutually tell a story.b) Development thinking skill: Analytical and critical thinking skills can be developed through comics.²³
3. Strengths of comic according Neil a) Permanent. Visual component in contrast to film and animation, where the medium dictates the pace of the viewing progresses. The text medium is permanent but not pictorial so visual permanence is unique to comics, while time within a comic book progresses at the pace

²²Kay Haugaard, “Comic Books: Conduits to Culture,” *Reading Teacher*, Vol.27, No.1, (October, 1973), 54-55.

²³Rocco Versaci, “How Comic Books Can Change the Way Our Students See Literature: One Teacher’s Perspective,” *English Journal*, Vol.91, No.2, (November, 2001), 61- 67.

of a reader. b) Intermediary. Comic can scaffold to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones inspiration and confidence for more challenging texts.²⁴

4. Strengths of comic according Katharine is popular that there should be harmony between the child's on-going life activities and his experiences in the school - new learning always is a continuation or expansion of learning already possessed by the learner.²⁵ In addition Morrison that comic books promote media literacy, encouraging students to become critical consumers of media messages.²⁶

²⁴Williams Neil, *The Comic Book as Course Book: Why and How* (New York University: Long Beach, 1995), 3 - 4.

²⁵Katharine H. Hutchinson, "An Experiment in the Use of Comics as Instructional Material," *The Journal of Educational Sociology*, Vol.23, No.4, (4 Desember, 1949), 236-245.

²⁶Timothy G. Morrison, *et al.*, "Using Student-Generated Comic Books in The Classroom," *Journal of Adolescent & Adult Literacy*, Vol.45, No.8, (Mei, 2002), 758-767.

2.4.4 Comics by Form and Type

Bonnef stated that comics consist of two categories, that is comic serialize or better known as comic strip and comic books with comic books.²⁷ At this time the form of comic is very developed. In addition to strips and books, comics can be found in novel form, that is graphic novels and compilation novels.²⁸

a. Comic strip

Continuous strip comic is one of kind of comic strip. This type of comic lot once found in newspapers and on the internet.

b. Comic cartoon

Usually this type of comic strip tells satire on the issues that are going on in the community but presented with humor approach. The main characteristic, funny yet close to the community that invites the laughter of its readers.

c. Comic book

²⁷Marcel Bonnef, *Komik Indonesia*, (Jakarta: Perpustakaan Populer Gramedia, 1998), 9.

²⁸Indiria Maharsi, *Komik, Dunia Kreatif Tanpa Batas*, (Yogyakarta: Kata Buku, 2011), 18-19.

This type of comic is a comic presented in a separate book and regardless of other print media sections such as comic strip and cartoon comics. comic books are included in this type of fiction book. The contents of this book is a fictional story that is not based on real life.

d. Graphic novels

This type of comic is a comic featuring a story that has a serious theme. The weight of the graphic novel is presented more to the adult consumers. The story presented also like a novel and presented with a picture resembling a comic book.

2.4.5 Definition of Comic Book

A comic book is a volume in which all aspects of the narrative are represented by pictorial and linguistic images encapsulated in a sequence of juxtaposed panels and pages.²⁹ Some of the terms within that definition bear some explication. By volume we mean a collection of sheets of paper bound together. So a comicbook might be

²⁹Randy Duncan, *et al.*, *The Power of Comics: History, Form and Culture* (New York: Continuum, 2009), 4.

as brief as only a few sheets or as expansive as a several hundredpageomnibus edition. Comic book is literary medium which communicates via images.³⁰

A comic book is bound collection of strips, each of which typically tells as single story or gag (joke) in few panels or else segment of continuous story. Most of the popular newspaper comic strips eventually are collected over a varying period of time and published in book form.³¹ From the above statement that the comic book is more emphasis on the form of books which unites or collect collections from comic strips in a segment.

Based on definition above that comics or comic books are collectionsof illustrated art that is packaged in an interesting accompaniment with bubble balloons so that the reader can be entertained and can take a moral message in the story

³⁰Nick Soedarso, "Komik: Karya Sastra Bergambar", *Humaniora*, Vol.6, No.4, (4 Oktober 2015), 496-506.

³¹David M.Kunzle, "Comic Strip", <https://www.britannica.com/art/comic-strip> (access on 21 February 2018) at 12:43