

CHAPTER II

THEORETICAL FRAMEWORK

This chapter present of theoritical framework which includes the concept of discourse. There are definition of reading, reading purposes, reading comprehension, level of reading comprehension, teaching reading, etc.

A. Reading

1. The Definition of Reading

According to Jeremy Harmer (2002), Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text. Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that sets two people in action together an author and a reader (Hennings, 1990).

Reading is an active process in which people attempt to extract idea, concept, or image from the pattern words set forth on the printed page. From those definition, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from author via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. It other words,

reading is interpreting graphic symbols, which involves an interaction between the researcher and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

2. Reading Purpose

While reading, presumably, many things can be happened. Not only is the reader looking at the printed page and deciphering marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. Many different things can be going on when a reader reads with a different purpose of reading. Basically, reading experts divide purposes of reading into two broad categories (Harmer, 2001):

- a. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
- b. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you. For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

3. Reading Comprehension

Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness, 2010). According to Grabe and Stoller (2002), For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content. According to reading experts, there are some factors that may influence reading comprehension. Reading comprehension is most likely to occur when students are reading what they want to read or at least what they see some good reason to read (Simanjuntak, 1988).

4. Level of Reading Comprehension

According to Longman Dictionary of Applied Linguistics (1990), there are four types of reading comprehension often distinguished based on the reader's purpose and types of reading used. The level of reading comprehension are literal comprehension, inferential comprehension, critical comprehension, appreciative comprehension.

Literal comprehension it means that reading is order to understand, remember or recall the information explicitly contained in a passage. Inferential comprehension it means that reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring. Critical comprehension it means that Reading is in order to compare information in a passage with the reader's own knowledge and values. Appreciative comprehension it means that reading is in order to gain emotional or the kind of valued response from passage.

From the statement above, to achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

5. Teaching Reading

Harmer (2002) said that teaching young learner is so crucial. It means that teaching English for children and teenager is similar but different. It is similar because they still have children soul that interest in something funny. And it is different because they need to express and respond their own ideas rather than answering question and do something abstract.

Those conditions and difficulties in senior high school make the teacher have to think once more to implement the reading comprehension in class. Teachers try to find alternative way to give this lesson to the students. Facing this challenge, teachers have to have breakthrough to give. So, teachers have to be more creative to motivate them in learning. Many medias have been used to find the enjoyable learning English especially in reading. From among various types of learning strategies, reading comprehension strategies have long been recognized by researchers of second/foreign language reading (Brantmeier, 2002; Slataci&Akyel, 2002). As a matter of fact, reading comprehension strategies separate the passive, unskilled reader from the active reader. Skilled readers don't just read, they interact with the text.

B. Short Comic

1. Definition of Short Comic

Short comic is one of short story that famous in children. Comic has a formation like a pictured story. All the events in the story are drawn and

there we can also find the dialogue that is done by the characters in this story. Short comic came from Japan in the first time. But now, there are so many short comics from all over the world. Teachers can take advantages from this kind of source. Using short comics, teachers can attract the student's curiosities. Students will be interested in reading short comics. Yang (2008) said that comic is a multimedia medium. It is single medium made up of two distinct media, still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and text in comics share narrative responsibility. comic is a unification of serial comic, work of art among fine literary works in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme. Usually it is published in news paper.

2. Teaching Reading by using Short Comic

Basically, interest in reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including their elements in reading comprehension is very important. One of interesting material is by using comic strips that students have already known.

Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend information from text. Reading

comics is more than the material in hand, that it involves a certain immersion into the visuals to facilitate students. Because visuals have good effect on readers. Researchers have outlined five major functions of visuals in reading. They are representation, organization, interpretation, transformation, and decoration. In representation visuals repeat the text's content or substantially overlap with text. In organization visuals enhance the text's coherence. In interpretation visuals provide the reader with more concrete information. In transformation visuals target critical information in the text and recode it in a more memorable form. In decoration visuals are used for their aesthetic properties or to spark readers' interest in the text (Liu, 2004).

So, short comic can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short comics as media in teaching and learning process will be more effective.

C. Narrative Text

1. Definition of Narrative Text

Narrative is telling a story (R.K Sadler, 2000). Its social function is to entertain or amuse the readers. The generic structure of narrative text are orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved. It also has

significant lexicogrammatical features, that are using adverbs, such as long time ago, once upon a time, etc. And it uses past form.

Thus, the purpose of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that is writing a narrative parragraph, the researcher writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

2. Structure of Narrative Text

Derewianka (1990) states that the steps for constructing a narrative are :

a. Orientation

This is beginning of the story in which the researcher tells the audience about who the characters in the story are, where the story is taking place and when the action happens.

b. Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen.

This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

c. Resolution

In a satisfying narrative, a resolution of complication is brought about.

The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).