STUDENTS' PERCEPTION OF READING GRAPHIC NOVEL TO IMPROVE READING COMPREHENSION
(A Case Study at Senior High School of Darul Ulum Banda Aceh)

THESIS

Submitted by

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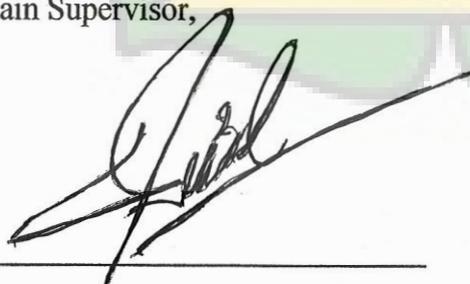
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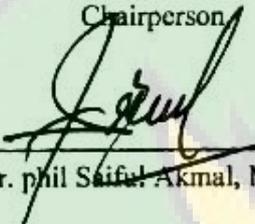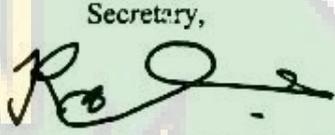
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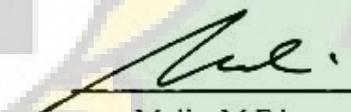
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Judul Skripsi   : Students' Perception of Reading Graphic Novel To Improve Reading Comprehension (A study case at senior high school of Darul ulum Banda Aceh)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 30 November 2019

Saya yang membuat surat pernyataan,

Zakiyyatul Faza

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ABSTRACT

This study reports in reading graphic novels on literacy and learning in today's globalized world. The main objective of this study was to analyze the perceptions of 30 students in reading a graphic novel in improving their reading comprehension. The study involved the collection of mix method data deriving from interviews and questionnaires. These instruments aimed to get feedback from the students about their perceptions of reading a graphic novel in improving their reading comprehension. The findings showed that the students perceived the use of the graphic novel in their reading classroom positively and help them in understanding the graphic novel easier than the pure text and they can use of their imagination in developing their critical thinking skill and also the lessons were engaging, enjoyable and interesting, it viewed in promoting positive outcomes. This study also would benefit students in terms of enjoyment in reading. Reading a graphic novel can tap into students' interest and can motivate them to read. Howeve, for the types of graphic novel it will be best to select the islamic content of the story and the selection of teacher in seleting the students story is the imprtant one, and for the makhluk which has eyes in the picture that present in the novel it must be removed as I did in previously, because according to Rasulullah sallallahualaihi wasalam that the person who drew pictures (pictures of animate beings), will be punished on the Day of Resurrection, and will be told to them: 'live what you have made of this' (HR. Bukhari and Muslim).

TABLE OF CONTENTS

CHAPTER 5   CONCLUSION AND RECOMMENDATIONS

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

A. Background of Study

Reading comprehension is one of the important subjects that need to be mastered by students. It involves the interaction between the reader and the text. This interaction is the major factor that makes the most important role in comprehension and the essential basic skill to help the readers understand the concept of the text. According to (Detty 2017), that reading constructing meaning through interaction and involvement with written language. This means that Reading is considered as a complex process which involves a sequence of written symbols that need to be understood to get the meaning of the text (Eidiger, 2001).

In reading comprehension, the message to be imposed in the written form is the most necessary element that students must recognize because the primary purpose of reading is to identify the thoughts expressed in printed material. Reading with comprehension is also a way for students to learn English as a foreign language (EFL) to arrive at what they want to know from reading the English material. However, many English as a foreign language (EFL) students avoid reading because the materials mostly provide pure text without any visual context which makes the reader low interest in reading, and additionally, they face difficulties in comprehending a text because of the lack of adequate vocabulary. Reading comprehension of English materials has always been a difficult process

for EFL students as they only can get exposed to the use of language in very limited time. (Samad, Jannah & Fitriani, 2017), have listed a number of EFL learners reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties.

Furthermore, reading texts in a foreign language is different from reading in a first language. Probably, EFL readers have often had much experience reading in their first language. Socio-cultural backgrounds for example, in reading first language material, generally, students will not encounter any difficulties in comprehending the sociocultural context of the material. As stated in the study "Readers use their background of knowledge and experience to compose meaning from the text in the reading process. In this process, the readers connect the ideas in the text to what they already know in order to get the comprehension of the text" (Razali & Razali, 2013, p. 4).

While in almost all cases of reading foreign language material, EFL students will difficult to understand socio-cultural complexities. This happens because each of the languages has it's own social and cultural features. Therefore reading foreign language material is considered more difficult than reading first language material.

This case is also experienced by the learners of Darul Ulum boarding school at Banda Aceh, they seem to be lacking in terms of interest and reading skills

which make them unable to get knowledge through text. They tend to misunderstand when making an inference of what the text actually means. Furthermore, the students who stay in an Islamic boarding school also have little time to read because of many other subjects that they have to master. This leads them to feel that reading is a less interesting habit to build.

Moreover, learners have become too reluctant to read, understand, and analyze reading texts these days since there are distracters such as games. Knowing the fact that modern students are fond of computer games which include all the visual images that appeal to their senses, yet, it is not too late to change the young reader habit. Teachers should benefit from this opportunity by engaging their students in reading texts with graphics. Therefore, by providing a range of reading formats in classrooms, including graphic novels as a tool in the present study, it can be considered an innovative material and may help in improving reading comprehension and interest among students. One of the English teachers of Senior High School Darul Ulum Boarding school had implemented the English material and the method which is presented the visual before applying the graphic novel in the reading classroom. The graphic novel is known by the teacher in last semester for implementing in the classroom which is aim to overcome the problems in reading lesson. One of the Graphic Novel advantages of the previous material is presented in the scenario, and it increasing the students' interest in reading, and lead the students in improving their reading comprehension skill and passion for reading. However, besides the benefit of Graphic novel, it also had the weakness and limitation, the availability of print material of graphic novels is very

limited to e-books. The teacher in providing the media it needs to visit the nearest bookstore such as Gramedia and Amazon in online ordering. So, the teacher had only implemented one of Graphic Novel in reading classroom of senior high school of Darul Ulum Boarding School.

B. Previous Studies

Much literature has indicated that graphic novels not only motivate students to read but the use of graphic novels has also been useful in improving students' reading comprehension by motivating them through complex materials and providing other modalities for learning. According to Edwards (2009) that reading a graphic novel requires the readers to infer and construct meaning from the visual representations while using the text to develop not only meaning, but to foster comprehension. As stated by Akmal (2015), that people use texts to create a conversation between ourselves and others, including the authors of the texts we read.

The graphic novel has the potential to motivate readers as it helps students build their visual literacy, and at the same time, make reading fun (Ruppel, 2006; Heffernan, 2008). Because graphic novels consist of words and pictures, it does not require students to depend solely on text-based reading strategies to access the full extent of the story's content. The graphic novel presents the message by combining the two modalities of the verbal and visual. When the information is presented with two modalities at the same time, it may support learning more than when it is presented by either verbal or visual input alone (Murakami, & Bryce,

2009). In other words, since presenting information only with text may make it difficult for students to digest a significant amount of information (Kuzu, Kabuli, & Shin, 2007). When the material is presented with the combination of words and pictures (Mayer, 2009) it takes advantage of the full capacity of humans for processing information.

In addition, another factor that may contribute to the human capacity to understand when the graphic novel that is used can present them a story with a scenario, but the teacher role as facilitator is also needed in improving students' reading comprehension. In a study conducted by Ediger (2001) as cited in Dahliana (2016) that some aspects, such as pictures go with the text, left to right written text, punctuation, must be concern of the teacher in presenting and doing assistance in class. As students read graphic novels, they are able to analyze the images of characters, their facial expressions also the perspectives of setting. Edwards (2009), pointed out that the students liked the graphic novels because the additional details provided by the pictures helped them understand the material. One of the ways in increasing the learners' comprehend the information presented is by using combination pictures and text.

Moreover, according to various scholars, the use of graphic novels has been gaining popularity in educational circles for their ability to help visual learners (Brozo, Moorman, & Meyer, 2013; Murakami & Bryce, 2009), to motivate reluctant and struggling readers (Schwarz, 2002), to develop higher-order thinking skills (Miller, 2005), to address students having different learning styles (Seelow,

2010) and to provide rich context for increasing comprehension of the reading texts (Brenna, 2013), and support for comprehending the presented information in the text (Christensen, 2006).

Based on the reviewed studies it stated that many studies on the use of graphic novel have been conducted in the context of English as a Second language (ESL). There is not much research of this kind in the context of English as a Foreign language (EFL). Therefore this study attempted to explore this issue in the EFL context especially Darul Ulum Boarding School, Aceh Indonesia.

C. Research Question

In order to address the problem mentioned previously, this study proposes the following research question: What are students' perceptions of the use of graphic novels in improving their reading comprehension?

D. Research Aims

This study reports on the practice of the graphic novel in classroom practice. Its ideas are grounded in the principles of teaching and learning the language as a foreign language that addresses issues on literacy and learning in today's globalized world. The main objective of this study is to explore the perceptions of students DarulUlum Banda Aceh of the use of graphic novels in improving their reading comprehension.

E. Significance of the Study

The results of this study are expected to enrich theories and can be used as a reference for future studies related to each media such as a graphic novel in developing students' interest in reading comprehension. Practically, this study is also expected to give some contribution to English language teaching and learning quality. The findings of this study can generate some recommendations on how to use a graphic novel as one of the alternatives in teaching reading.

F. Terminologies

1. *Graphic Novel*

The graphic novel is one of the tools in the reading lesson which used visuals and one of the positive outcomes of the previous study, it would be an effective role in language teaching. There are various views and opinions on the graphic novel since it was first introduced. According to Yang (2008), that the graphic novel is a political term as it is an effort to turn the comic medium in a new light as a literary work apart from the genre that is usually associated with it. People usually associate the graphic novel with not real books. This has made some educators and teachers reluctant to spend time on these nontraditional texts compared to more accepted books (Callahan, 2009). Another research mentioned that "Graphic novels are a combination of pictures and words thus this blend of images and words can help children understand better while they enjoy reading this genre" (Sabbah, Masood & Iranmanesh, 2013, p. 146). It is widely cited that

the graphic novel is now commonly used in various reading lessons globally (Templer, 2009; Monnin, 2009; Faezal Muniran & Md Ridzal Md Yusof, 2008). And the other previous study also claims that "the graphic novel as an original book-length story, either fiction or nonfiction, published in comic book style" (Gorman 2003 p.12).

2. *Students' Perceptions of Reading*

Reading is the most important activity in any class, not only as a source of information but also as knowledge of the language. As scholar sed that "reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning" (Nunan, 2003, p. 68). Reviews studies relating to students' perceptions of reading is needed to do for the researcher.

Perception can be defined as a process of making inferences. Through inferences, people can construct their own vision of reality which may be got by past experiences, education, cultural values, and role requirements. In line with this, Desiderato in Rakhmat (2005), defines "perception as an experience about an object, event, or relationship that are gained by concluding information and interpreting messages" (p.1). Therefore By perceptual process, we get some kinds of information about our environment when we want to do an adjustment, and past experience influences the perception through using sensing and thinking.

Kohler says that in Rakhmat (2005), that when we perceive something, we perceive it as a whole. We cannot examine separated facts but we must examine it

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For students experiencing difficulties in learning to read there are no simple explanations or causes, to relieve problems experienced by learners. There appears to be limited information from low achieving students about their perceptions of reading, and programs that have been effective in their problems associated with reading learning difficulties. Students reported that they did not get specific feedback on what they were good at in reading and what they needed to do to improve (Flockton & Crooks,2005).

In the understanding of students' experience, their everyday live in classroom activity are through listening to students' voices and make sure of the learning style. There are factors that determine our perception, they are functional factors and structural factors."Functional factors are derived from need, past experience and others which are called personal factors. Structural factors come solely from physical stimuli and effects of nerves which it gives on an individual nerve system" (Rakhmat, 2005, p. 51). Therefore, in this study Functional factors is will be analyzed in order to know the personal factors of the students about their prior reasons in giving the perception in improving their reading

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Reading is the most important activity in any language class, not only as a source of information but also as a knowledge of the language. In addition, another review declares that "reading comprehension can be defined as thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpretation related to their own needs and purposes" (Khoiriyah, 2010, p. 1). In this study, reading comprehension refers to

the students' comprehension of reading graphic novels which contain visual context on the text.

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CHAPTER 2

LITERATURE REVIEW

A. The Nature of Reading Comprehension

1. The Definition of Reading Comprehension

Reading is a process of building an understanding of the written text. The process of reading is an interpretation symbol or the word to follow the grammatical patterns of the author written, it needs to use some techniques in order to develop students' skills. According to Lehr (2013), reading comprehension is constructing meaning through interaction and involvement with written language. This means that reading comprehension is an active process, being able to read many different materials and being able to understand (Fitriani,2015; Samad, Jannah, Fitriani, 2017).

Mastering reading is needed by all language skill, the power of purposeful in reading is when trying to comprehend a text in reading, According to Snow (2000), that reading comprehension is regarded as the most dominant skill in learning any subjects because the ability to read is not an only performance to pronounce the passage but also the understanding of the message from a passage of text.

The concepts of reading have changed dramatically over the decades. Reading begins with the decoding letters, letter groups and the sounding out of words. Later, learners begin to read words, sentences, picture books, short stories, and other texts. The following process of reading is decoded, this learns how to pronounce each word in a text, then try to comprehend the meaning of the words as the leaner do every day in spoken language. This process concentrates on the development of fluency, these skills are, basically, based on earlier stages of reading development, including oral reading and reading fluency, without developing these earlier reading skills, students must continually focus on decoding letters and words, rather than progressing the meaning and understanding.

In developing reading comprehension, some drills and appropriate skill is needed to achieve. Another scholar also argues that the key in developing proficient reading skills in the early years of education is an even earlier foundation in underlying language learning skills (Brewster & Ellis, 2002). The learner needs to understand what the text is talking about, it is not only read all of the text but also know the purpose of the text. To achieve the goal is delivered by some understanding of the reading and comprehend what the writer is trying to convey and let us know of that information.

In comprehension usually, the readers want to find out something essential information in the text. Thus comprehension involves combining reading with thinking and reasoning. According to Reading Study Group (2002),

comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009), emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003), stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, the information in the text, and the views of readers related to the text. Therefore, creating meaning from a text is one of the processes of reading comprehension, the purpose is to get an understanding of the text or to acquire meaning from independent word sentences.

The outcome of reading comprehension is the representation of a text meaning that is combined with the readers' previous knowledge. The authors, such as saucer (2005), affirm that there is comprehension when readers have understood a text and are able to give a coherent account for various aspects of it. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words (Salvadore, 2005). Therefore in achieving the outcome of reading comprehension, it is combining some aspects such as previous knowledge or knowing the meaning of enough words.

The readers who have strong comprehension are able to draw conclusions about what they read what is important, what is a fact, what caused an event to happen, which characters are funny. Comprehension also requires the effective use of strategic processes, such as metacognition and comprehension monitoring,

as readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Therefore, strong reading comprehension skills are viewed as being dependent on the strength of the cognitive strategies in the early years, then one minimal goal is the ability to read a text well.

2. *The Problem of Reading Comprehension*

Reading comprehension problems have been a popular issue in the EFL learning setting for a long time especially for students of Darul Ulum Boarding School. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. There are about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language Vogel as cited in Chen (2015).

In this sense, there are a number of reading problems that may be countered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard in comprehending it. Second, studies mention several common problems in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata (Birch, 2002; Alyousef, 2006; Rahman, 2004; Fitriani, 2014). Those problems are found in several situations. For example, the EFLreader may have difficulty to differentiate between the various meanings of the same word.

However, for "foreign language learners, teachers need to do some adjustment in the teaching-learning process because the learners read the text of different language and cultural backgrounds"(Dahliana, 2016, p.84).

Reading plays a central role in our education. The ability to read is highly valued and important for social and many education circles. Reading is the most important skill among the four language skills as it can improve overall language proficiency (Brown, 2007). Even though every learner may have reading difficulties in his or her mother tongue, the problems get worse when reading is applied to a second language, in a number of reading components, including accuracy, comprehension, and speed, lagging behind is a cognitive difficulty associated with the process of reading in another language (Alsamadani, 2008).

In other words, these difficulties are likely to be associated with the nature of the language linguistic or even sociocultural aspects. The readers' background knowledge is effected in their comprehension competence which related to his/her cultural background. Therefore to achieve reading comprehension that involves socio-cultural aspects and cultural background.

However, students will face a lot of problems and difficulties in improving their skills within the wrong in using the technique. They will not be able to express their idea clearly or understand the English program, to overcome the problem it needed to provide an interest media that will motivate learners in reading. This will handicap students in school or college, and on their program TOEFL test, because to get a good score in TOEFL especially reading section it

also needs the previous knowledge, and it will get through extensive reading. According to Carrell and Eisterhold, as cited in Alyousef (2005), that extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. Hedge (2003), also mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.

In other situations, a reader may not understand a text because she may lack background knowledge about what she is reading. Even the difficulties happened to the readers in connecting what they already know before they read something. In this sense, reading comprehension involves a process of extracting information from the text and constructing comprehension through the interaction between the text and the reader's background knowledge.

To obtain excellent comprehension of the text, the readers need to develop some of the ideas in the text. In this way, the extensive reading may enrich the reader's life, reveal unknown and forgotten worlds and bring the reader into another dimension of life (Miller,2009). Thus, many people are interested in and excited to expand extensive reading activities. Hedge (2003), stressed that because of extensive reading assists in expanding learners' reading skills, it should be incorporated into the EFL/ESL programs provided that the chosen texts are valid

and classified. Therefore, it really helps the learner in improving the reading comprehension skill especially EFL students.

Incomprehension, the readers want to find out something essential information in the text. However, there are many factors that make learners facing problems in the learning process. A number of EFL learners' reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties (Samad, Jannah & Fitriani, 2017). The difficulties in an understanding of the implied meaning that explicit information is influenced by low achievement in reading.

Furthermore, reading comprehension problems can be categorized into linguistic and non-linguistic reading problems. The explanation will categorize both of them below. There is some differential looking to the characteristic. Linguistic reading problems include semantic, lexical, and syntactical reading problems. Nonlinguistic reading problems refer to any reading problem which is unconnected to the reader's linguistic abilities.

a. Linguistic reading problems

Linguistic knowledge is the unconscious knowledge about the linguistic system of sounds, structures, meanings, words, and rules for putting them all together (Fromkin, Rodman, and Hyams, 2003). Regarding the reading comprehension issue, Lili (2014), has noted that " good readers recognize, and

decode quickly and accurately, words, grammatical structures, and other linguistic features, and are unaware of the process as they engage in it" (p.136). While poor readers will be effective in linguistic reading problems. Linguistic reading problems include semantic, lexical, and syntactical reading problems. Semantic complexities include a lack of vocabulary knowledge, especially about acceptable collocations. While lexical complexities involve lack of knowledge about derivations and word classes. Then, syntactical complexities include a lack of knowledge about acceptable sentence structure and acceptable grammar.

b. *Non-linguistic reading problems*

Non-linguistic reading problems refer to any reading problem which is unconnected to the reader's linguistic abilities. They include difficulty to connect ideas in the text, difficulty to differentiate the main and supporting points in the text, lack of a good reading strategy, lack of cultural knowledge, the text length, lack of background knowledge, lack of working memory and inability or never been trained to do speed reading. Therefore, in order to solve the problems, many kinds of activities that the students need some drill and the teachers should do improvement in teaching.

There are many methods and approaches available for the teaching-learning processes to develop the students' capabilities. The teacher needs to consider the best method and the most appropriate techniques or strategies for teaching reading comprehension for the reasons mentioned above. One of these is the co-operative learning method. Kagan as cited in Kasim (2011), has stated that

co-operative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities in improving their understanding of a subject. In short, the teacher also can use a media as an active way in improving the reading comprehension of students, increasing the imagination of the students, and giving individual students an active role in the learning process because they have to focus on the task that is given for them.

As with everything else in lessons, students who are not engaged with the reading text not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them and also by using the appropriate method is one of the important roles that must be done by the teacher in teaching reading in order improving students' reading comprehension skill. Thus Calo (2010), argues that by reading graphic novels, engaging in rich analytical discussions, and participating in activities that further extended deepen students' understanding of the texts, all students learn to be strategic readers and critical consumers of information.

2. The Important of Reading Comprehension

For the language learner, reading is important when they get the new vocab in a text. Reading is a basic element that as the most important aspect of language learning and a process of building an understanding of the written text. Reading

comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). For instance, to build the skill is not only read of the text but also know the purpose of the text than mastering reading skill can develop critical thinking. As readers, mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

For enjoying the reader, good media is needed to provide learning activities. Because reading comprehension skills are important for students to become effective readers. On the other hand, Alyousef has argued that "Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency" (Alyousef, 2006,p.64). Therefore, reading is commonly called a guessing game in which a guesses and matches any experience with the information given in the reading task. The ability to read is acknowledged to be the second language modalities. This means that learners may use their appropriate skills, yet still be able to comprehend texts with some degree of proficiency.

The involves In both extensive and intensive reading is to get the maximum benefit from reading. Inexpensive reading, students silently read large quantities of materials, these materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help (Jacobs & Gallo, 2002). Reading materials provide large amounts of comprehensible in

students' new language in order to take command of that language. This does not only benefit reading proficiency but overall language proficiency as well. Other characteristics that the most important for making extensive reading successful include, 1) Students choose what they want to read, 2) Students take part in post-reading activities, 3) Teachers keep aware of students' progress, and 4) Teachers provide help and guidance where needed.

Therefore why reading comprehension skills are important, without it readers cannot gather any information and use it to efficiently function in the whole of reading. The achievement of criticism in doing the reading is effected in mastering reading comprehension for becoming important to our life. Thus, graphic novels can be used as a tool for teaching English and empower the learner with language skills.

B. Development of Graphic Novel

1. Definition of Graphic Novel

The history of the graphic novel is very much related to the history of comics. Graphic novels grew out of the comic book movement. In the present day, the graphic novel as a reading genre is extremely popular in various places, such as libraries and bookstores, and it has been also analyzed by various internet sites. Nowadays, graphic novels play a significant role in the literary world. Their visual components enhance reading enjoyment and contribute to text comprehension and the development of visual literacy as students read the medium itself (McPherson 2006; Schwarz 2006). Schwarz (2002), opines that

"Graphic novels of for value, variety, and a new medium for literacy that acknowledges the impact of visuals" (p.262).

Researchers within educational circles use various definitions for a graphic novel. It can be defined as "sequential art, comics, photo-novels, graphics, paperback comics novels" (Weiner, 2010,p.5), where another scholar describes it as "the longer cousin of the comic book" (Cary, 2004, p.10). He further states that "graphic novels span many literary genres and are often full-length books containing many of the literary elements that are found in the traditional text-only books such as novels'' (Cary, 2004 p.11). Similarly, "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 storyline or an original, stand-alone graphic narrative"(Carter, 2004, p.11).

Graphic novels are different from comic books in terms of their length and completeness. The other strategy that a teacher may use in teaching the graphic novel is by using the comic life program (Dony, 2009). He states that this application can be downloaded from the website which allows students to create graphic novels with students' pictures.

Some scholars mention that graphic novels were once condemned based on several factors (Groensteen, 2000, p. 34) firstly, "graphic novels are a hybrid form combining words and images, and comics are associated with a regression to childhood pleasures". Ironically, the features that have been regarded as low standard form turned out to be the advantage of the graphic novel which has made

it popular now among teachers and students (Williams, 2008). Since it was begun it has the potential of graphic novels for increasing engagement in reading. Similar to other forms of literature, not all graphic novels are suitable for particular age groups because of inappropriate content (Heffernan, 2008). In view of this Schwarz (2006), suggests that the graphic novel should be screened by the teacher before allowing students to read.

Therefore the students or teachers who used the graphic novel do not worry about that issue, the graphic novel also contains the student's picture and fun scenario. There are four main types of graphic novels. Firstly, Manga: it means comic in Japanese but definitely a growing type of graphic novel in today's modern era, the way how to read the manga is read from top to bottom and right to left as this is the traditional Japanese reading pattern. Here are the sample,

Secondly, Superhero Story (Graphic Fiction): Superhero graphic novels are one of the most popular comics that has been turning to the epic sagas episode. Here are the sample.

Thirdly, Personal Narratives (Perzines): are autobiographical stories about the author's personal experiences, opinions, and observations. Here are the sample.

"Tell them, 'I'm so glad you DON'T have fleas!'"
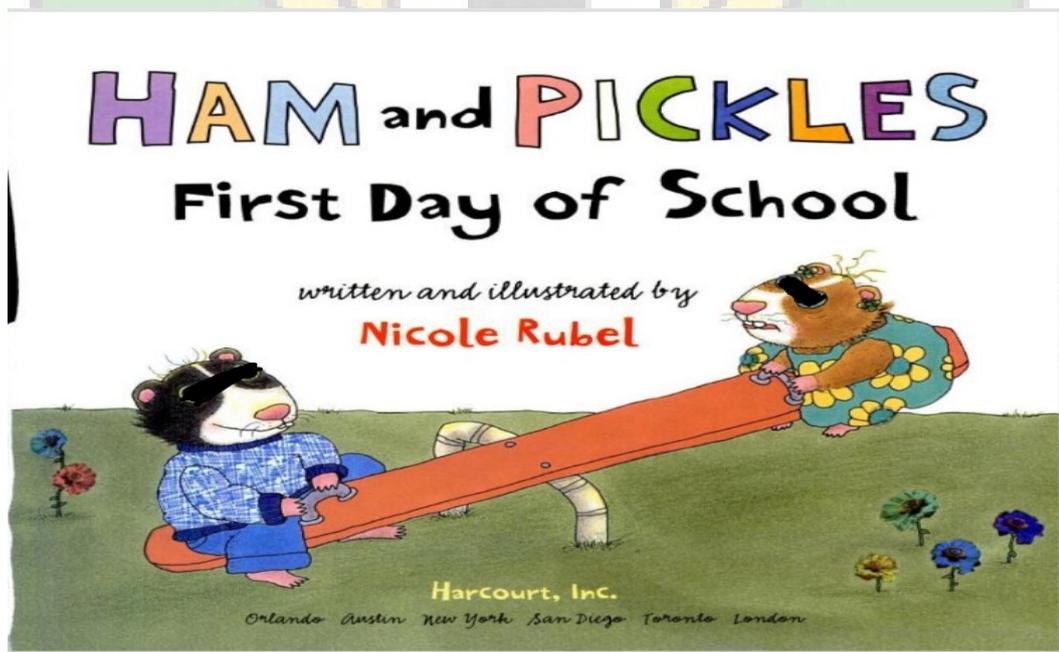
The last Non-fiction: is similar to perzine that it is about the author's experience. Here is the sample of Non-fiction of graphic novel.
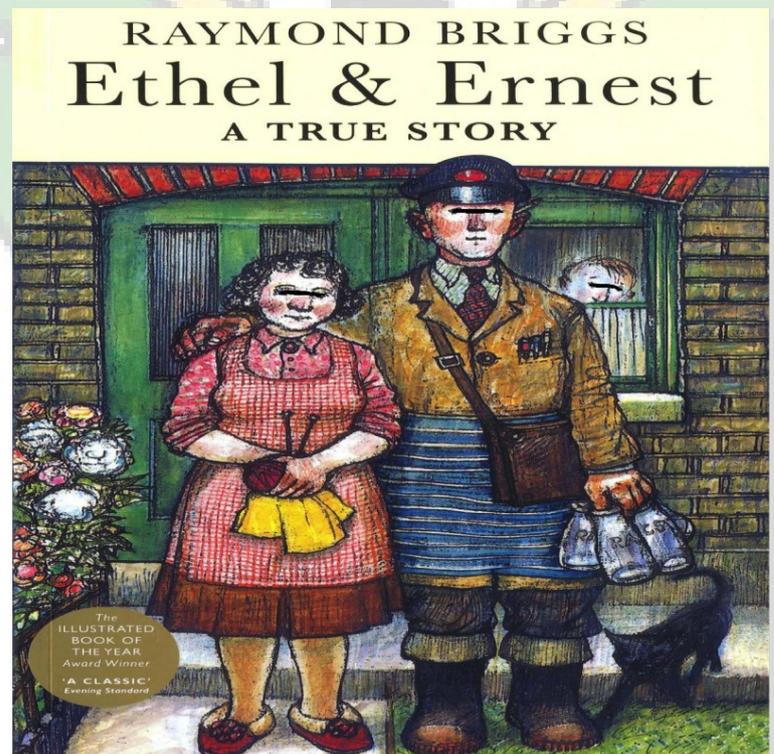
2. Benefits of Using Graphic Novel

The graphic novel has been useful in the education circle, especially in improving reading skills. As Edwards states that "Reading a graphic novel requires the reader to infer and construct meaning from the visual representations while using the text to develop not only meaning, but to foster comprehension" (Edwards, 2009, p. 56). Arguing that graphic novels have the potential in improving the learners who struggling with foreign language learning, the illustrations in the novels support readers by providing them with the necessary contextual clues that got to their senses through imagery.

Additionally, it also can be defined as "the simple sentences, visual or context clues, and educated guessing allow them to comprehend some if not all, of the story" (Krashen, 2004, p.59-60). This scholar suggests that a taste for reading can be developed through reading light materials such as graphic novels. Similarly, Schwarz (2006), points out that graphic novels sharpen and deepen visual literacy. Another scholar Derric maintains that a graphic novel is the combination of written text and visual literacy, including the visual symbols and short and that comics use to represent the physical world (Derrick, 2008). Graphic novels are also recognized as a very supportive medium for visual learners since they link images with texts to increase comprehension (Hassett & Schiebe, 2007). Also, students can unfamiliar vocabulary items with the scaffolding effect of the visual context clues (Pennella, 2009).

Consequently, EFL teachers can easily use graphic novels in their reading classrooms where the goal is also to teach EFL reading in developing learners' reading skills in terms of understanding grammar, vocabulary and by using the visual really help students in understanding the complex material. In spite of the benefit of using graphic novel Oz, H & Efecioglu. E (2015), got a significant finding in his research. The graphic novel playing a significant role in understanding (i) literature elements such as symbol, and setting, (ii) inference and (iii) vocabulary. However, it did not play a significant role in answering comprehension questions, discussing quotations, and analyzing comparison-contrast cause-effect relationships. Furthermore, "the findings revealed that graphic novel greatly shaped and influenced the critical thinking and literary

devices, and vocabulary learning skills of participants novel" (Oz, H & Efecioglu. E, 2015, p. 75). Additionally, "The present study calls for integrating graphic novels into the syllabi of the relevant schools as these materials appeal to the students' visual senses and yield more insights compared with traditional plain literary texts" (Oz, H & Efecioglu. E, 2015, p. 75-90).

Because graphic novels consist of words and pictures, when students read graphic novels, they are able to analyze the images of characters, facial expressions and also the perspectives of setting. As mention by a scholar that "English learners may find clues in the pictures that helped them classify the text and increase comprehension" (Cary 2004, p.3). The beneficial of graphic novel seems in "the students liked the graphic novels because the additional details provided by the pictures helped them understand the material" (Edwards 2009, p. 57). Therefore the writer offers the graphic novel as media in improving students' reading skills and upgrade their interest and enjoyment in the learning process.

Graphic novels are shorter and have more illustrations than words which may draw the students' curiosity so that they will approach the task more easily. This makes the student feel more engaged in the story. Therefore, raising curiosity through graphic novels has the potential to shape language learners in the understanding of the subject. This study would benefit the pupil in developing their skills in reading. Firstly, reading a graphic novel can tap into students' interest and can motivate them to read and write. Additionally, it would also motivate students to learn collaboratively with their peers. as well as planning

effective lessons and integrating technology, and also an effort to motivate students to read in English.

In the teaching and learning process, the teacher who can use the graphic novel competently in his/her classroom must able to present opportunities to the students to understand the texts through multiple levels (Williams, 2008; Hoover, 2012). The levels that can be considered include investigating the writers' intention, characters, and setting as well as the relationship between the words and images (Williams, 2008).

In order to accomplish these tasks, the students simultaneously activate their analytical skills, understanding, inference and higher-order thinking skill (Smetana, Odelson, Burns& Grisham, 2009; Hoover, 2012). Other than that, some English teachers may use the graphic novel to teach literary aspects. They can utilize terms and techniques like dialogue as a tool to connect with other works especially from classics (Schwarz, 2002).

Graphic novels can provide motivation for these reluctant and struggling readers to read (Schwarz, 2002). Graphic novels help students to develop reading skills in a comfortable way and provide opportunities for developing higher-order thinking skills (Miller, 2005). To put it more precisely, McTaggart (2008), reminds "educators that they need to teach graphic novels because graphic novels "enable the struggling reader, motivate the reluctant one, and challenge the high-level learner"(p.32). Harmer points out that "intrinsic motivation plays by far the largest part in most students' success or failure as language learners" (p.4). Calo

(2010), argues that by reading graphic novels, engaging in rich analytical discussions, and participating in activities that further extend and deepen students' understanding of the texts, all students learn to be strategic readers and critical consumers of information. Therefor by providing with engage storyline, it will help the learner to increase their curiosity and use their critical thinking in analyzing the story or even to guess something essential in the text.

3. *The Relation of Graphic Novel on Reading Comprehension*

In learning reading many kinds of practices or exercises that need to face by the learner to be a good reader. Reading comprehension skills are important for students to become effective readers. Reading comprehension is to get meaning from written text. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out (Grabe & Stoller, 2002). Besides the cognitive one as factor internal to master or having skill in reading comprehension, some motivations, and teachers' role in the classroom also needed to be a concern. Students' motivations for reading must continue to grow throughout their early education to support further academic success (Brozo, Shieland Topping, 2008). Motivation is one of the most important psychological reasons for a student's reaction and behavior in terms of both engagement and resentment of activity during English lessons (Donyei, 2005).

Using graphic novels in English classes could influence the students' intrinsic motivation. Students do not feel forced to read something, study it and be successful in the exam. However, kids love the graphic novel and they never feel

forced when looking at the pages. They enjoy solving problems and carrying out the required skills. When students start to learn because of intrinsic motivation, they will definitely benefit both academic success and fun. As argued by Hence, those graphic novels contribute to the four perspectives of intrinsic motivation which are competence, curiosity, autonomy, and internalized motivation (Carr, 2004; Harmer, 2001).

The teacher also plays a role in the achievement of a good learning process, they try to find a way to make the students interest and addict in reading. Thus by using the visual as one of the strategies to overcome the problems and has been a positive outcome in language learning. Reading engagement is important in developing students' skills.

Therefore the study overcame the way by using the graphic novel in improving student's skills in comprehension, keep interested in the student and may get benefit from the use of graphic novels inside or outside of the classroom. Students who read graphic novels use more thinking skills during reading than when they read more traditional novels. Additionally, it useful to make the concept of improving students' comprehension. Students who struggle with reading can readily use graphic novels because they can use the pictures to help them analyze the text."Even students whose reading abilities deter them from enjoying reading for the inherent satisfaction are drawn to graphic novels" (Lyga & Lyga, 2004, p. 56).

Therefore to achieve the impact of the useful graphic novel is seems in how to motivate the student in learning and how far they engage in. It also helps language learners to increase the comprehension of the information presented in the text by giving engagement media for young readers. "English learners may find clues in the pictures that helped them classify the text and increase comprehension" (Cary 2004, p. 3). Graphic novels are also recognized as a very supportive medium for visual learners since they link images with texts to increase comprehension (Hassett & Schiebe, 2007).

Using graphic novels in the classroom is a way to fill the problem that some students seem in reading. One of the studies also conducted that "it important for the students to know their own potency in order to be able to choose the appropriate methods to improve their reading achievement" (Farisa, F. 2018, p. 7). Additionally, by using the appropriate method and big desire to learn continuously is an essential thing to do in improving students' reading comprehension.

Graphic novels support students inbuilding up language learning strategies. Students will find it easier to understand graphic novels and because of the teacher role in the present it to them. All students can increase their proficiency levels about the visuals within the novel. In this regard, "graphic novels can help the learners to become strategic readers in pre-reading, while reading and post-reading activities". She further points out that the students can "develop new insights, think deeply, carefully and critically about what they are seen to read, make interpretations, and answer questions and think and act creatively" (Calo,

2010, p. 8). These skills can be mastered through the pages and observing the

illustrations in graphic novels.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

A research design is a plan or strategy for conducting the research. It is required to get useful information. As stated in the problems of the research, this research is conducted to describe students' perceptions in improving their reading comprehension regarding the use of graphic novels. This study used a mixed-methods design. Adopting a mixed-methods design, this study collected qualitative data to support the quantitative data in order to obtain deeper information about students' perception of reading a graphic novel in improving their reading comprehension. According to Creswell and Garrett (2008), the mixed-methods approach is based on a combination of qualitative and quantitative research techniques and methods.

The reason for using the mixed-methods design in this study is because the researcher wanted to screen the results of the participant questionnaire answers with the answers that approach to the research questions. To develop and test a screening questionnaire based on items in the best available diagnostic interview (Barument, Rutter, lord pickles, 2018). After doing the screening that the researcher selected the participant who will be interviewed in the next section of data collection.

A. Research Site and Participants

The study was conducted at MA Darul Ulum Banda Aceh. In particular, it took place in the second grade of senior high school. The population of this study was 125 students of the second grade in four different classes. However, according to Patton (2001), the sample of the population should be 10% or more. In this case, the researcher selected 30 students to answer the questionnaire. Neuman (2011), stressed the element of representation that "sample is a small set of cases a researcher selects from a large pool and generalizes to the population" (p. 240). In selecting the sample, the researcher used purposive sampling. Purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. As stated previously according to Patton (2001) to be the sample is 10% or more from populations. Researchers often believe that they can obtain a representative sample by using sound judgment, which will result in saving time and money (Black, 2010). Based on the preliminary study, the researcher conducted an interview as the main tool in this research, and the participant was 10 students who answered the questionnaire with the answer in accordance with the research problem.

B. Method of Data Collection

In collecting the data, it needs the instruments to employ in the study. An instrument is a tool that is required to get information. An instrument is a tool or device that is used to do a particular tasks, especially a scientific task. (Callin,

2016). In this research, the researcher used interviews supported by questionnaires. Each technique is described below.

1. *Questionnaire*

The questionnaire is a list of questions or statements that are given to participants. A self-administered questionnaire was the only way to elicit self-report on peoples' opinions, attitudes, beliefs, and values (GallandBorg, 2007). In this addition, there are four different types of questionnaire, they are contingency questions, a matrix question, a closed-ended question and open-ended questions (Roopa, S. & Rani, M.S, 2017). In this study used closed-ended question which contains a scaled question. The responder is graded on a continuum. This questionnaire is used to support and get the validity of interviews to relate the students learning strategy in improving their reading comprehension is mostly used by the subject. It is distributed before the researcher conducts an interview with the subject.

2. *Interview*

The second instrument used in this study was an interview. According to Cavana (2001), "Interview provides a unique opportunity to uncover rich and complex information from an individual" (p. 138). The type of interviews range from structured, semi-structured, unstructured, face-to-face, telephonic, and focus group interviews (Mather, Fox, Hunn, 2002). This study used semi-structured interview instead of open-ended questions, an open-ended question is where if the interviewee has difficulty answering a question or provides only a brief response, the

interviewer can use cues to encourage the interviewee to consider the question further.

C. Method of Analysis

After collecting the data through Questionnaires and interviews, those data were then analyzed. To analyze the data from the interview, the researcher used descriptive qualitative since it was suitable to give a complete description of students' perception of the implementation of the graphic novel in improving reading comprehension. In spite of this "descriptive qualitative study aims at investigating detailed rendering of people, places, or events in a setting in qualitative approach" (Creswell, 2008, p. 254). Besides, other research also stated that descriptive qualitative design is used to give a description and explanation of beliefs, meanings in context-specific setting and behaviors (Wu and Volker, 2009). There are some steps analysis procedures as stated by (Khan, 2018), which includes Data Logging, Anecdotes, Vignettes, Data Coding and Thematic Network. This study used thematic analysis techniques to analyze the data. Thematic analysis according to Daly, Kellehear, & Gliksman (in Fereday & Cochrane, 2006), thematic analysis is a search for themes that emerge as being important to the description of the phenomenon. Fereday & Cochrane (2006), added that identifying themes in this analysis passed by reading and continuing to read the findings occur repeatedly so as to form a pattern or category that will use as the material for analysis. The same thing was stated by Naughton & Hughes (2009), that thematic analysis is done by looking and find themes and

categories obtained in the data already encoded first.

The purpose of documenting simultaneously the data collected through every form of data collection, researcher's description, feelings, view, and insights as well as assumptions and ongoing ideas about the subject matter (Khan, 2018). In the interview, the session was recorded by a voice recorder, replayed, and transcribed. Then, they were asked to give explanations and descriptions of their opinions regarding the use of the graphic novel than the researcher transcribes and types the data into a computer file, in order to analyze it after interviewing. Often audiotapes are utilized to allow for more consistent transcription (Creswell, 2012). Interviews are particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic and record their answers. In the transcribed interviews, numbers were given to each participant to ensure anonymity. For example, the code 'I1: R1' meant 'interviewer 1, Respondent 1' and so forth. Moreover, to get the validity of data, the interview is supported by a questionnaire. This questionnaire is analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages. The researcher was screening the results of the participant questionnaire answers with the answers that approach to the research questions. To develop and test a screening questionnaire based on items in the best available diagnostic interview (Barument, Rutter, lord pickles, 2018).

CHAPTER 4

FINDING AND DISCUSSION

This chapter explains the findings obtained in the research that has been carried out to the 30 participants from the second years' student class of Darul Ulum Boarding School. This chapter also explained more about the themes that emerged after the data analysis process was carried out as a result of this research.

A. Findings from The Analysis of Data for Research Question

1. *Result of interviews*

The results of the analysis identified some themes in this study. These themes were taken from a research question that the researcher had prepared before. These themes were made by the researcher because the researcher wanted to explain each important point in the form of themes so that readers will be able to understand the entire contents of this research easily. Various themes were obtained related to the students' perception regarding the use of graphic novels in improving reading comprehension.

Theme 1. The use of graphic novel is very positive

In this research, each participant had different responses related to the use of the graphic novel. However, almost every participant explained that the use of graphic novels in improving reading comprehension was good. The following is the participant's response:

A. Endorse independent learning

Here is required students to express their feelings and perceptions of using different learning methods in reading the graphic novel. Most of the students stated that they felt enthusiastic about the reading lessons. The following excerpts reflect their feelings about the issue.

> "I think I became happier…more independent… more interest to learn, because the graphic novel is presented in a different form textbook …usually reading comprehension is very hard for me but for this the lesson, I found it was an interesting way to learn and improving my reading comprehension skill".. (R1).

> "I can analyze the text independently because the content presented on the graphic novel helps me understand the reading easier, sometimes I used my imagination to get the meaning of the text, it really amazes me in the process of learning .... (R5)

B. Facilitate a more comprehensive understanding of the text

> "The picture which is contained in the graphic novel as the facilitator to comprehend a text easier, so that, I easily understand the reading and making connection to the story of the reading well".... (R2)

"In the learning element include the enhancement of learning among the students. These learning processes were very helpful in terms of the understanding of the text".... (R1)

The excitement and motivation among the students in learning English through such graphic novel in promoting interest among the students and improving their reading comprehension.

"It was challenging, interesting and enjoyable reading such kind of graphic novel regardless of my kind   favorite reading is something in present by visual style it improves critical thinking... (R3)

"The success of the writer in writing a reading one of which is seen when the readers understand the meaning of the reading in accordance with the intent of the author and the presence of images in the reading text is very helpful for this to be done"... (R4)

This was conveyed by the researcher because all the participants involved in this study agreed that the use of graphic novels in improving reading comprehension had a positive perception.

Theme 2. The advantages of a graphic novel

A.   Increased students interested and passion to learn

There are many achievements by the students after reading graphic novels, especially in improving their reading comprehension. The following excerpts reflect their feelings about the issue.

"The greatest achievement I got after reading graphic novel is it can develop interest habit to build, where before I do not spend much my time

to read something, however, it changes my passion, one of the reasons causes the material present by the visual content help me better in understanding the text... (R9)

"I read this novel…now I think I understand the story better! This is good …I like to see pictures…more fun than seeing words only….this is the style I like!" ..... (R1)

This participant mentioned that the strength of the graphic novel. Students who had good achievement is drawn through a graphic novel. The understanding was a very important thing to pay attention to the student's achievement and measurement of the students reading skill performance.

1. *Help students to learn new words*

"I think it helps me learn new words…really, this help me improve my English! I learn so many new words from the graphic novel. I also learn how people talk with each other especially when Ernest as a lady mad in her madam's house ...... (R6)

"In my opinion, this media could help the students to have a better understanding of the reading text. This approach helped the students to understand the novel through different techniques in students' various learning needs or styles.... (R10)

The researcher pointed out that most of the learning also created a positive impact on the teaching of the text. The overall responses received from the participants showed that they were very enthusiastic and excited to have reading lessons by using a graphic novel.

2. *Brings more fun in learning*

...... "I really like the teacher who uses the media in class…this one I surely support. I feel it challenge us. I feel I like it and make me feel interested, I can analyze the text fun and enjoy it because of engaging storyline …get better in English... During the preparation part of these activities, I learn on how to increase my critical thinking" .... (R3)

"The graphic novel is a more interesting story and it has nice visuals that reached out to me. I like the caption and make the curiosity of the storyline when there has a strange visual art" ... (R4)

It was very pleasing to see this positive outcome of using the graphic novel in the classroom. It also helped the students to understand the development of the story. The learning element contributed to the enhancement of learning among the students and it also created a positive impact on the teaching of the text.

B. *The learning material is interested*

Generally, all the students enjoyed the reading of the graphic novel. They showed interest and motivation in having such kind of reading material in their classroom. The following are some excerpts from the students' interviews.

1. *Very helpful in remembering a specific part of literature.*

Many students had difficulties in reading comprehension such as lack of vocabulary knowledge, difficulty to connect ideas in the text, difficulty to differentiate the main and supporting points in the text, lack of a good readings strategy. However, it would be resolved through the graphic novel as the following participants give their perception.

"The reading material such as graphic novel helps me to remember the important parts of the story such as the plot, characters, moral values, and themes. I felt grateful that we had these media in the classroom as I always had difficulty in knowing the characters of the story. The mind maps that contain the characteristics of the characters with pictures … surely now this can stick in my brain for a longer time. It was so different from the usual classroom!" (R10)

"We were happy because we got feedback when we discuss the reading material. we can pick out the moral value in the story like working hard to be successful and also some of our friends stated that brave in making a decision etc ... (R8)

Generally, the opinion of students about the graphic novel is an interesting medium that attracted their interest to read and it also leads the understanding of the reading easily because it contained interesting visuals. They claimed that the activities involved in reading were fun and enjoyable.

"I understood the story better from visual text. I also understand the culture and customs of the story. I get the idea of matchmaking the couples also happen in a foreign country. This also can be seen in the story ".....
(R7)

2. *Interesting learning material with good visualization.*

"I think it is good, we can use media to learn English…so much fun! Another type of English class before…a bit boring…this one is not boring! I like to learn the graphic novel in the reading classroom. It was really interesting"......(R1)

"Interesting! I really like the graphic novel because I like colorful pictures and this helps me want to see pictures to read …usually I don't read English books. It was funny when I see the fun picture this made me laugh when I read the story".... (R4)

It can be concluded that the material present in different than the textbook is really excited to use. Moreover, the excitement and motivation among the students in learning English through such activities promoted interest among the students in developing their reading skills in the classroom.

> "In my opinion, The students were very interested and were keen on reading the graphic novel as there were a lot of pictures and dialogues which made the story easier to understand. During the lessons, I could clearly describe and point out interesting events of the story without much difficulty"... (R3)

2. Result of questionnaire

As the researcher stated in a previous study, the questionnaire was shared for all the students of second grade. However, the researcher only took 24% of the population. The data analysis of the questionnaire as shown in the following.

4.1 Using Graphic Novels is Improving Reading Comprehension Skills
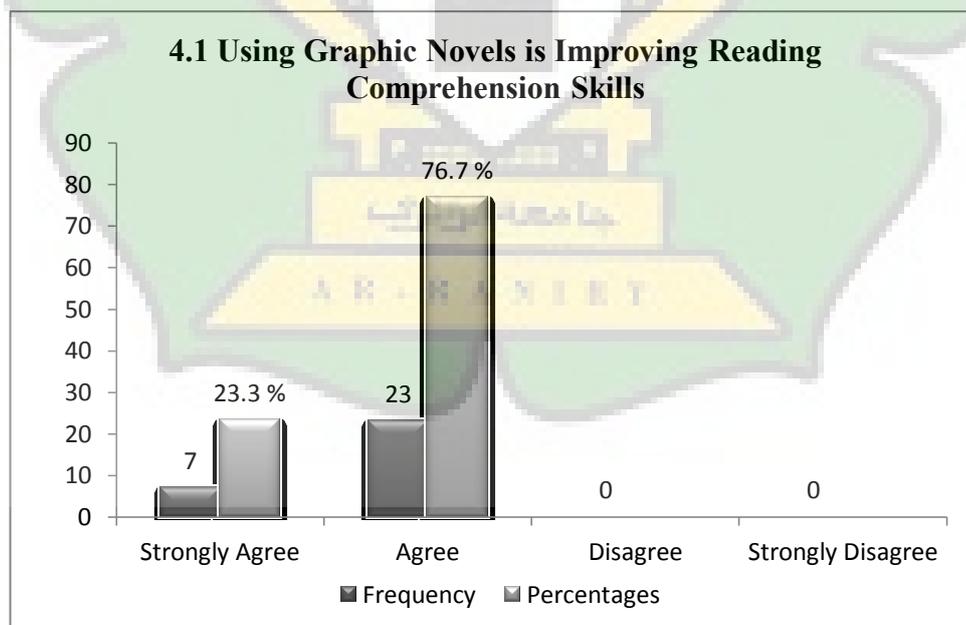
Based on the data, many students agreed that using a graphic novel can improve reading comprehension skills. Otherwise, the student's disagreement on this part answered disagree. It means that the implementation of graphic novels in the classroom in improving reading comprehension is a significant success.

4.2 The Use of Graphic Novels is Improving Critical Thinking Skills
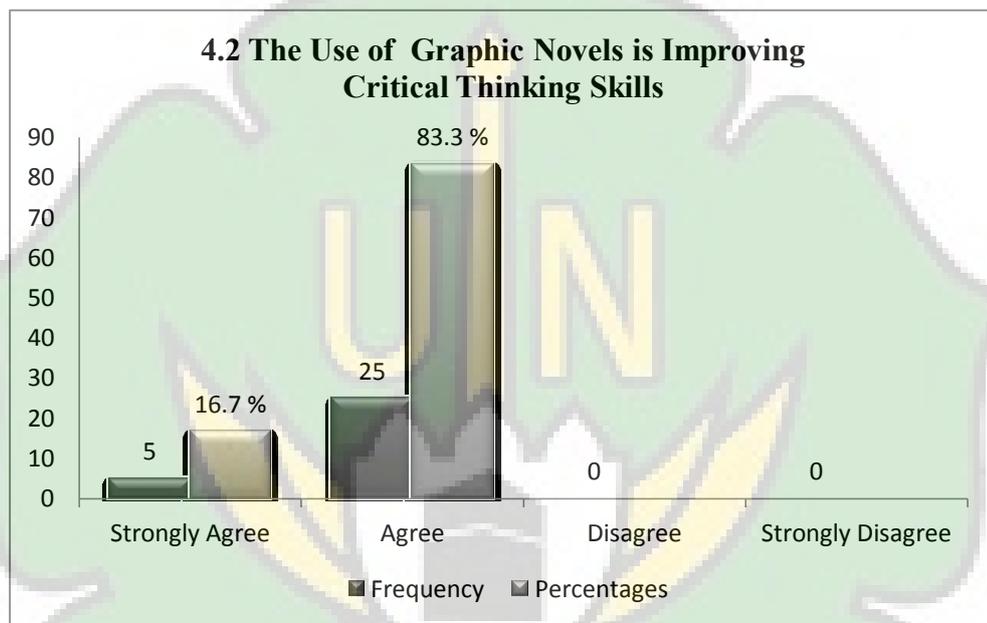
Many advantages that the students acquired from the use of graphic novels, one of those is improving the learner's critical thinking skill, as stated previously in analyzing the interview, the students can analyze the picture in the text in understanding the text and it was done by using their imagination. It seems that In graphic most of the student's choice agrees to the statement, it showed in point B 83.3%. It seems that many students got benefit from the use of graphic novel especially in improving their reading comprehension

.

4.3 Understanding The Stories Easier by Presenting Visual Context
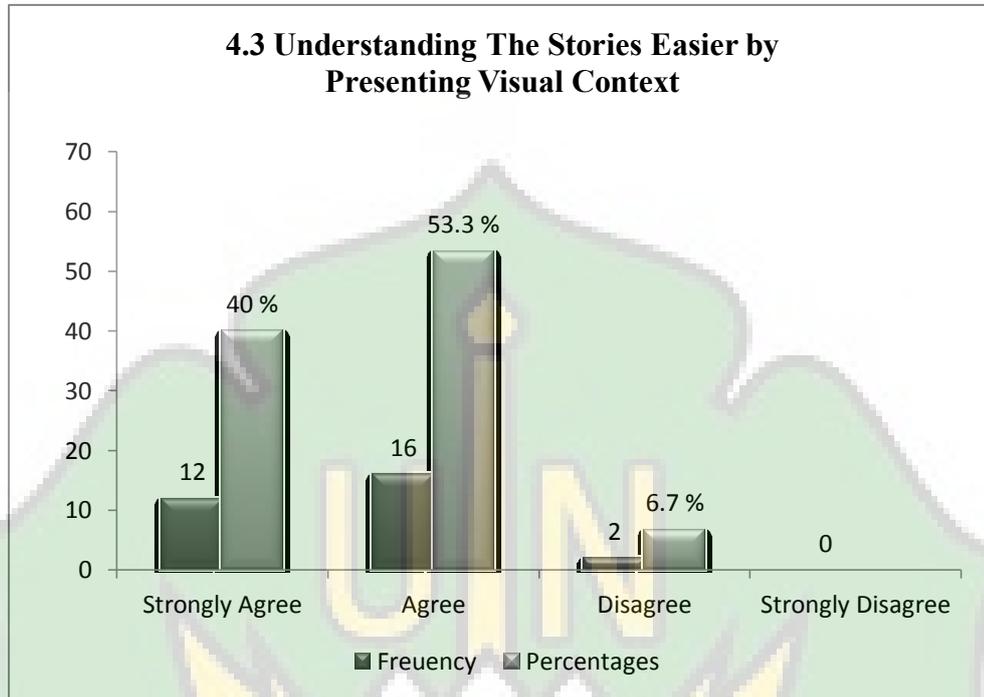
The graphic showed that most of the students strongly agree with understanding the text easier by presenting the visual context. The data conducted that the highest percentage of 53.3% whose choice strongly agrees and then followed by 40% data for students who agree in this agreement. It can be calculated that many students agree in understanding the stories easier by presenting visual context.
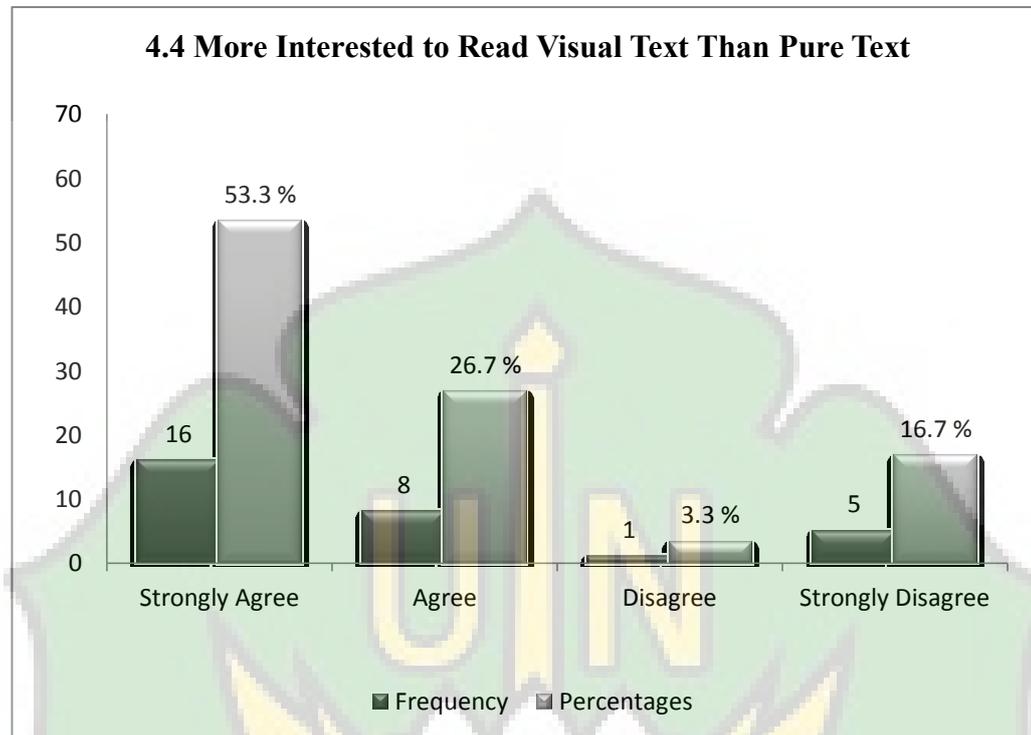
4.4 More Interested to Read Visual Text Than Pure Text

Many students do not keen on reading because the reading materials mostly provide pure text which does not contain visual and it could not interest the readers, this will make a bad effect in developing students' reading skill. The analysis data showed that visual text is being interested in for most of the students, it could be seen in point A the greatest percentage 53.3% of the students who where agree to the statement.

4.5 The Limitation of Vocabulary can be Handled by Using Graphic Novel in Understanding The Flow of The Story
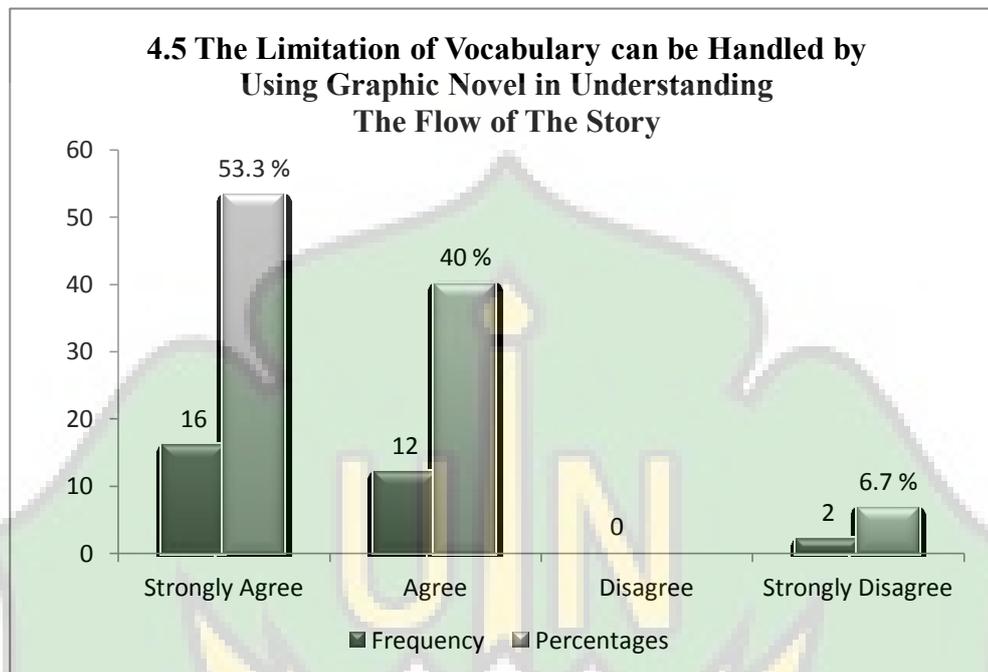
One of the difficulties faced among the students in reading comprehension is lack of vocabularies, many students had difficulties in understanding the story in the text because of the limitation of vocabulary. Therefore, from the graphic, it can be explained that the problem could be replaced or overcome by using the graphic novel. And the table showed that most of the students strongly agree about it, it can be seen at the highest percentage 53.3%.

4.6 The Students are More Interested to Read When The Reading is Presented in a Different than Textbook
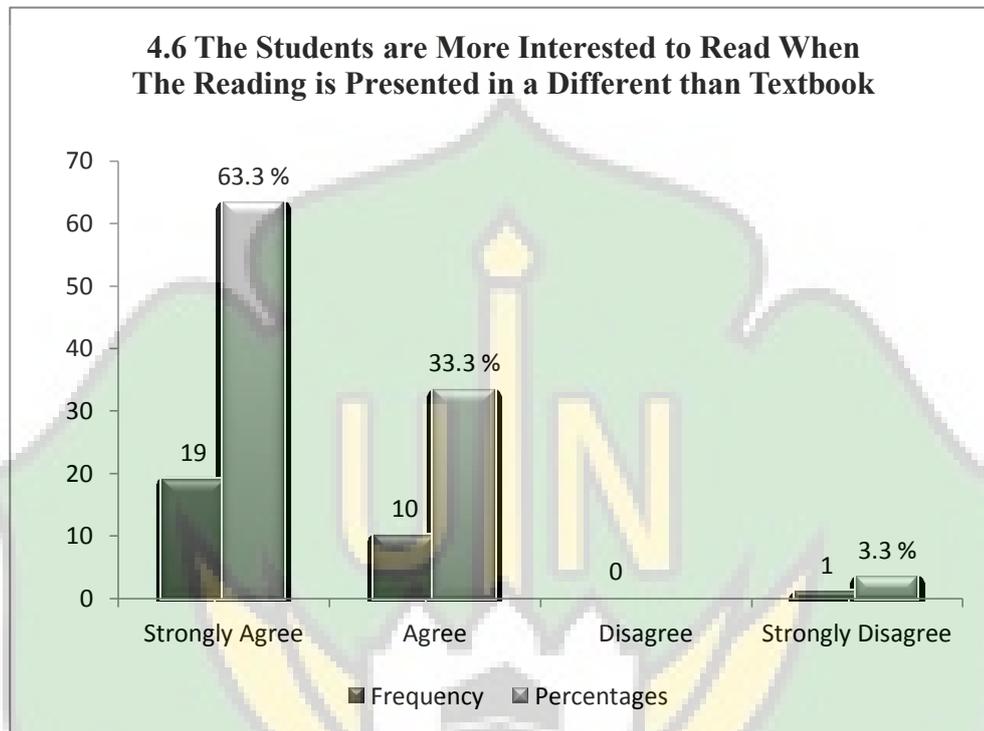
The graphic novel presents a new style in learning material which is different from the textbook. It leads the students more interested, fun, and enjoy in reading comprehension than the textbook. It explained in the graphic that most students strongly agree with that case, it showed in point A, the highest percentage is strongly agreed 63.3% and only 3.3% of the students do not agree.

**4.7 By Using The Graphic Novels, It Increased
The Passion For Reading**
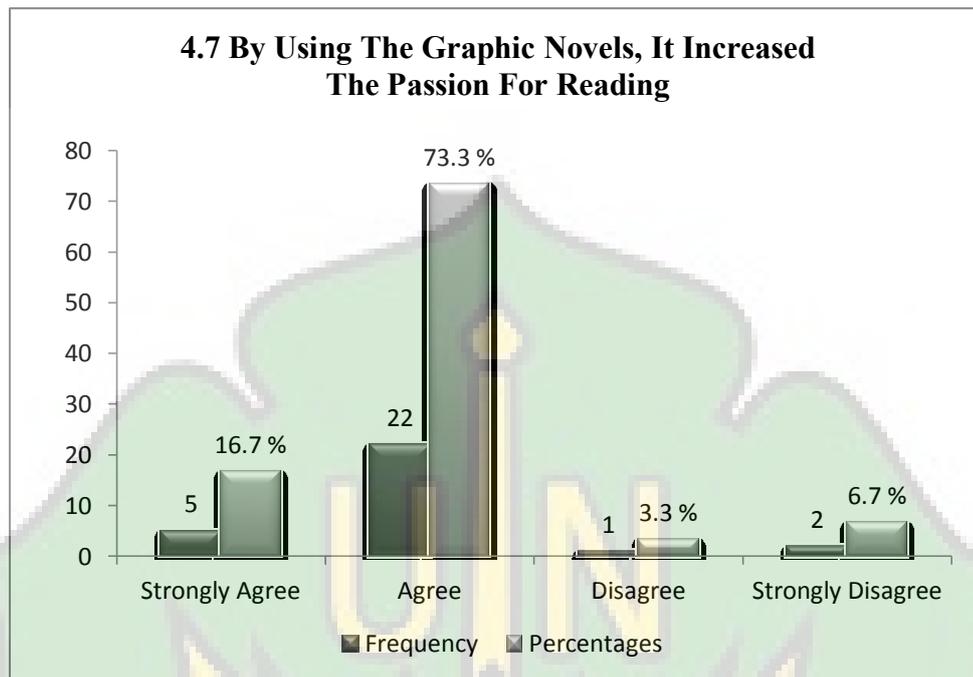
The passion for reading can be increased through the use of graphic novels. It showed in the table above that the highest percentage of students choice is in percentage 73.3 %, most students agree of that statement than following to the point agree is in percentage 16.6%, but there were also mentioned the frequency of the students who do not agree in the lowest percentage.

B. Discussion

In this study, the second-grade students of Darul Ulum boarding school had favorable perceptions regarding the use of graphics novels in their reading classroom activities. The graphic novel had implemented in senior high school of Darul ulum boarding school Banda Aceh and the students got many benefits from

the implementation of graphic novels. The teacher who used this media in the class as a tool in presenting the new style in learning activities in the classroom. As in today's era of globalization most of the students used visual media, classroom literacy and materials had increased students' thinking imagination which is combining with their experience, so that students can build literacy practices in school as well as additional tools to make sense of today's in an educational circle. The popularity of computer technology for today's has allowed visual media to replace written media as a source of entertainment. Teachers need to offer texts in the curriculum that address student interests and include visual media.

Providing a kind of reading format in classrooms, including graphic novels, is one way to increase student experience to engage deeply with texts and use image as a significant source in getting the information and improving reading comprehension. As affirmed by the scholar that the use of different forms of literature in which students have an interest related to their motivation to read, it will be improving their comprehension (Allington, 2011; Guthrie, 2001). Similarly, Hines and Delinger (2011), confirm that the graphic novel improved the leaner reading skill where students' views towards reading because they felt excited to read. This showed that a graphic novel had positive characteristics and qualities in supporting reading comprehension lessons. Another interesting thing that can be obtained by researchers is when the use of graphic novels by presenting picture it helped the reader in building an understanding of the objectives in accordance with the author's intent on the text, this perception is

obtained by the researcher in the interview section which conducted into the respondent.

Most of the students in the study found that the lessons have been excited according to their interests in learning and motivate to read. Mainly positive views from the students on activities conducted in the reading classroom. In this study, the use of the graphic novel enriched the students' reading lessons to promote interest in reading English materials and enhance their understanding through lessons conducted in the classroom. The students were also motivated to read reading the graphic novel. Therefore, based on the study found that the students got positive perceptions of reading graphic novels in improving their reading comprehension. It seems in the result of data analysis from both of the questionnaires showed in the Grafik of percentage and also in the interview transcript had done to be analyzed by the researcher. Here is the sample of Graphic Novel that had implemented in the second years students' class of Darul Ulum Banda Aceh. In this study, the researcher focuses on the non-fiction type of graphic novel because of the content of the story. The author is generally using their own experience to touch upon greater social issues that the students can make the connection and relate to their own experience in their real life. In addition, non-fiction graphic novels can include a lot of historical content as well.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

In this study reading graphic novels is used in the discussion of students thinking skills and greater story comprehension, and the study documented perceptions of 30 secondary school students of Darul Ulum Boarding School in reading a graphic novel and provide the interesting implementation of learning in improving students' reading comprehension. As stated by Audrey (2014), in his result of a study, he found that the graphic novel illustration used indirectly telling the story plays incomprehension and students' perceived understanding of the story was greater for graphic novels compared to traditional novels.

The respondents indicated in this study a strong belief that the graphic novel approach is useful in promoting an active learning process in the reading classroom. Additionally, the learning outcomes were very encouraging as the students were able to comprehend text easier. This finding may indicate that graphic novels allowed students to get the information more deeply because of the text in presenting the visual-image. The study also promotes high levels of engagement during the reading lessons. Beside mostly positive comments, the graphic novel approach has the potential to create positive feedback in the classroom and school environment as a whole. The teacher designed the Learning Elements according to the knowledge which contains the graphic texts and enriches the students' understanding of the specific topic (Pandian & Balraj 2010).

B. Recommendation

The researcher realizes that this study still has many weaknesses and limitations, and it still can not generalize for the other samples, it needs for further researcher to go to the sample apart for the Islamic state, private state school and others, and for the types of graphic novel it will be best to select the islamic content of the story and the selection of teacher in seleting the students story is the imprtant one, and for the makhluk which has eyes in the picture that present in the novel it mustt be removed as I did in previously, because according to Rasulullah sallallahualaihi wasalam that the person who drew pictures (pictures of animate beings), will be punished on the Day of Resurrection, and will be told to them: 'live what you have made of this' (HR. Bukhari and Muslim). So, the researcher really hopes for suggestions from all parties in order for this thesis will be better. There are several limitations of this study that should be addressed in future research. Firstly, although the study only investigates EFL students' perceptions of reading a graphic novel, this approach can easily be applied in reading any type of text. More research studies using different types of texts should be conducted in order to examine the use of graphic novels. This thesis also needed a lot of information relating to the research of graphic novels.

Therefore, this research can still be continued and developed again in further research. The following are some recommendations from the researcher for further research that have the same title. As this thesis participants in the study only consisted of students' perceptions that do not consist of English teachers' perception so this can be added by the next researcher so that the data

to be obtained is better, especially for the English teacher. The other thing that the samples used in this study were one grade of senior high school. For further researchers can also be developed into more than one grade to the samples so that the data produced is more accurate. Although the results cannot be generalized, the findings from this case study can be as a basis for further investigation into understanding of the use of a graphic novel in a reading classroom.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9382/UN.08/FTK/KP.07.6/06/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	: a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbi Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyemp keputusan Dekan Nomor: B-13901/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan peml skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
	b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenul untuk diangkat sebagai pembimbing skripsi.

Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nc Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
	5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Peng Perguruan Tinggi;
	6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Me: UIN Ar-Raniry Banda Aceh;
	7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-R: Banda Aceh;
	8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
	9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangka Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13901/UN.08/FTK/KP.07.6/12/2018 tanggal 14 Desember 2018
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2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Zakiyyatul Faza**
NIM	:	**150203194**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception of Reading Graphic Novel to Improve Reading Comprehension (/ Case at Senior High School of Darul Ulum Banda Aceh)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN A Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 Juni 2019
An. Rektor
Dekan,

Muslim Razali

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2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

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SURAT KETERANGAN
Nomor : B.549/KW.01.4/PP.01.2/10/2019

Sehubungan dengan Surat Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry Banda Aceh Nomor B- 15217/Un.08/FTK.1/TL.00/10/2019 Tanggal 17 Oktober 2019 perihal Mohon Izin Untuk Mengumpulkan Data menyusun Skripsi, atas Nama: **Zakiyyatul Faza**; Prodi: **Pendidikan Bahasa Inggris,** Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh pada prinsipnya tidak keberatan dan memberikan izin untuk mengumpulkan data di Darul Ulum Banda Aceh dalam rangka menyusun skripsi sebagai salah satu syarat menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry yang berjudul: ***Student's Perception of Raading Graphic Novel to Improve Reading Comprehension(A Study Case at Senior High School of Darul Ulum Banda Aceh,*** dengan catatan tidak mengganggu aktifitas belajar pada satuan pendidikan dimaksud dan jika telah terselesaikan penelitian agar mengirimkan satu eksemplar hasil penelitian ke Bidang Pendidikan Madrasah.

Demikian untuk dapat dipergunakan seperlunya.

Banda Aceh,22 Oktober 2019
A.n Kepala
Plh. Kepala Bidang Pendidikan Madrasah
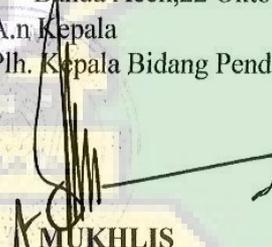
MUKHLIS

Tembusan :
1. Kepala Kanwil Kementerian Agama Provinsi Aceh (sebagai laporan)
2. Kepala Kantor Kementerian Agama Kota Banda Aceh
3. Darul Ulum Banda Aceh

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mail: ftk.uin@ar-raniry.ac.id   Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-15217/Un.08/FTK.1/TL.00/10/2019   Banda Aceh,   17 Oktober 2019
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
            Penyusun Skripsi

Kepada Yth.

_____

_____

Di -
      Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

|	
N a m a	**: ZAKIYYATUL FAZA**
N I M	**: 150203194**
Prodi / Jurusan	**: Pendidikan Bahasa Inggris**
Semester	**: IX**
Fakultas	**: Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	**: Jl. Lamkuta No. 46 Blang Krueng Baitussalam Aceh Besar**

Untuk mengumpulkan data pada:

MA Darul Ulum Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student's Perception of Reading Graphic Novel to Improve Reading Comprehension (A Study Case at Senior High School of Darul Ulum Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa,

Kode: eva-627
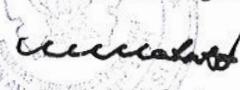
YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
MADRASAH ALIYAH DARUL 'ULUM
(STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)
NSM : 131211710006   NPSN : 10106286
Jln. Syiah Kuala No. 5 Telp. (0651) 33312
KOTA BANDA ACEH 23123

N o m o r	:	MA.01.94/PP.00.6/037/11/2019	Banda Aceh, 04 November 2019
Lampiran	:	-	
Perihal	:	**Penelitian An. SEKAR AYU UTARI KAMIL**	

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan (FTK)
UIN Ar- Raniry
di-
    Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor : B-5419/KW.01.2/10/2019 tanggal 17 Oktober 2019, dengan ini menyatakan bahwa :

N a m a	:	ZAKIYYATUL FAZA
N I M	:	150203194
Program Studi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry
Alamat	:	Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh.

Telah selesai mengadakan **PENELITIAN** pada tanggal 18 s/d 19 Oktober 2019 dalam rangka penyusunan skripsi yang berjudul :

"Student's Perception of Reading Graphic Novel to Improve Reading Comprehension (A Study Case at Senior High School of Darul Ulum Banda Aceh)"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

KEPALA

MARIANI, S. Ag. MA
NIP. 197309141999052001

INTERVIEW: please answer the questions honestly, sincerely and the answers would not be evaluated based on right and wrong answers.

1. Please give your opinion, do you agree or disagree this statement "Many students do not keen on reading because the reading materials mostly provide pure text which does not contain visual and it could not interest the readers" Explain it briefly!

2. Do you think by reading graphic novel will develop interest habit to build and improve reading comprehension skill compare to traditional text? what are your reasons?

3. In your opinion, What are your feeling, or any adventages or disadventages after reading a graphic novel which contains the picture in understanding the material?

5. What do you think by using the picture as facilitator will lead easier to comprehend a text and greater interest ? please give your opinion!

6. If there is a special digital application of the graphic novel, will you use it in learning reading comprehension? why?

7. Do you think graphic novel used engaging storyline, and what is your perspective?

8. Base on your experience, what are usually the learner face difficulties in reading, and do you think the graphic novel will resolve the problem?

9. What are your expectation in developing reading comprehension skill and greater interest by using a graphic novel?

10. Is the story of graphic novel suitable for senior high school students? give your opinion!
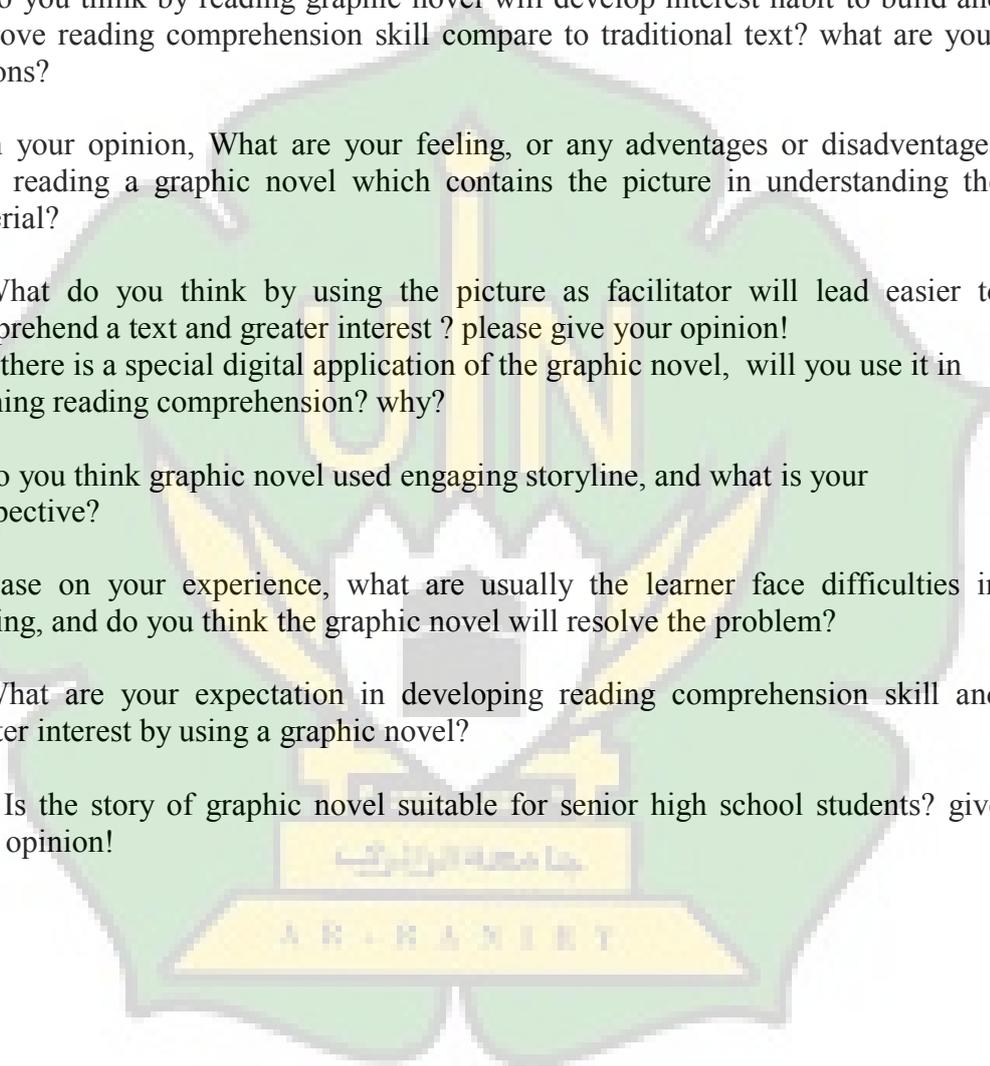
No	Questions	Strongly Agree	Agree	Strongly Disgree	Disgree
1.	Do you think that by using graphic novels can improve reading comprehension skills?				
2.	Do you like analyzing reading text by using visuals (pictures) ?				
3.	Do you like to visit the library to read informal stories such as novels				
4.	I read a text wich contain the picture to improve my critical thinking				
5.	Are you interested to read visual text than pure text?				
6.	Do you easily understand stories by presenting visual image ?				
7.	Would you be more interested in reading when the reading is presented				
8.	Do you like reading graphic novels because the pictures in the story help you in understanding the				
9.	Do you think that by using the graphic novels, it increased your				
10.	Do you thnik that in improving reading skills, it needed a media				
11.	Is Graphic novels suitable to be appliedin reading lessons ?				
12.	The limitations of vocabulary can be overcome by using graphics in				
13.	Do you feel motivated when reading the graphic novel ?				
14.	Can you understand the reading text wich contain the visual context?				
15.	Have you ever feel bored in comprehending the text through graphic novel ?				

Title : **Students' Perception of Reading Graphic Novel To Improve Reading Comprehension**

Researched by : **Zakiyyatul Faza**

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please Initial box:

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.

☐

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☐

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

☐

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

☐

I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

☐

I agree to take part in this interview.

☐

_____   _____   _____

Name of participant   Date   Signature

_____   _____
_____

Name of researcher   Date   Signature

If you have further qustions or concern about this study, please contact :

Nama of researcher : Zakiyyatul Faza

Telephone   : 085321141727 (WA)

E-mail   : jajazakiya@gmail.com

Participant Information Sheet

Assalamualaikum warahmatullahi wabarakatuh.

My name is Zakiyyatul Faza, student of Faculty of Education and Teacher Training, English Education Department, UIN Ar-Raniry Banda Aceh, I asking you to take part in this research. Before you decide if you want to take part or not, I want to tell you why the research being done and why you have been chosen. Please read carefully. Ask the researcher if you have any other questions.

Thank you for reading this.

1. *Research Title*

   Student's Perception of Reading Graphic Novel to Improve Reading Comprehension.

2. *Invitation*

   I would like to invite you to take part in this research study. Before you decide to do so, it is important to you understand why researcher is being done and what it will involve. Please take time to read the following infomation carefully. Ask the researcher if there is anything not clear or if you would like more information. Thank you for reading this.

3. *Research Purpose*

   This research aims to to explore the perceptions of students Darul Ulum Banda Aceh of the use of graphic novel in improving their reading comprehension.

4. *Why have I been chosen ?*

   You have been chosen because of this study can generate some recommendations on how to use graphic novel as one of the alternatives in teaching reading.

5. *Do I have to take part ?*

It is up to you to decide whether or not to take part. If you decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw at any time.

6. *What will happen to me if I take part ?* `

You will be interviewed with 10 opened-ended questions regarding of the use of graphic novel in improving your reading comprehension. Which we estimate estimate will take you about 45 minutes. You may also wish to agree to a follow-up interview to find out more approach.

7. *What do I have to do ?*

Please give your perception in improving your reading comprehension through the use of graphic novel.

8. *Will my taking part in this project be kept confidential?*

All the information that we collect about you during the research will be kept strictly confidential. Data collected may be shared in an anonymised form to allow reuse by the research team and other third parties.

Thank you for taking part in this research.

Wassalamualaikum warahmatullahi wabarakatuh.