CHAPTER II

LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, like the definition of writing, types of writing, and writing process. Besides, the relevant theories of writing, the researcher also discuss about media and theory of comic, definitions of comic, different between comic books and comic strips, the component of comic strips, the benefits of comic strips, strengths of using comic strip in the classroom and also some previous study.

A. Writing

1. Definition of Writing

Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. However, many experts have different perspectives about the definition of writing itself. According to Hyland (1996:09), Writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic. Besides, Woodman and Adler (1985:07) assert, Writing is a dynamic process that weaves back and forth between thought and words. Meanwhile, Smith (in Gunn and Terasaki) (1982: 214) defines writing as the production of visual symbols designed to produce differential verbal responses in

a reader. From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into a written form. In writing activity, it involves students' thought and feeling. They can write anything freely on their paper, but keep paying attention to the rules and structures in writing. Hence, writing is often regarded as a complicated skill. Nonetheless, it does not mean that it is difficult and cannot be done by the students. Everything needs a process of learning, likewise in writing. To make a good composition, students just need a lot of practice. If students cannot write well, they will not be able to communicate in transcribed form with many people someday. As we know that language is used for communication, so writing is an important part of language learning to communicate.

2. Types of Writing

Writing includes various kinds of text types. According to Scholes and Comley (1985:11), there are six major of writing text types. They are narration, description, argumentation, analysis, and synthesis.

1) Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

2) Description

In description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

3) Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

4) Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader *do* something.

5) Analysis

Analysis is both a way of observing and a way of writing about something has observed. In particular, it involves taking things apart and seeing how the parts are related, so *as* to understand how the object of analysis works.

6) Synthesis

Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.

3. Writing Process

In teaching writing, it includes taking students through a process in a series of steps, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on. When the writer begins to write, he/she will think about what and how to tell the plot of story. After finishing it, the writer read what he/she has written as a whole. Then, make changes and corrections to

the error. Furthermore, the writer rewrites and revises it to get success in his/her writing work. For more details, there are some steps in the writing process that can be seen as follows:

1) Step 1: Prewriting

The first step is called *prewriting*. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic.

2) Step 2: Organizing

The next step in the writing process is to recognize the ideas into a simple outline and told the main idea.

3) Step 3: Writing

The next step is to write a rough draft, by using the outline as a guide, to write the rough draft quickly without stopping to think about grammar, spelling, or punctuation, just getting the ideas down on paper. Probably, there are many errors in the rough draft. This is perfectly usual and acceptable after all, this is just a rough draft. The errors can be fixed later. Notice that the writer added some ideas that were not in his/her outline. Notice also that he/she added a concluding sentence at the end.

4) Step 4: Polishing: Revising and Editing

In this step, the writer polishes what he/she has written. This step is also called *revising and editing*. Polishing is most successful if he/she can do it in two steps. First, he/she attacks the big issues of content and organization (revising). Then he/she works on the smaller issues of grammar,

punctuation, and mechanics (editing). After revising and editing the draft, the last is publishing/sharing the final copy.

The steps of writing process above are very important and must be done to make a good composition. It can also be described as follows:

Figure 2.1 Writing Process

B. Narrative Text

1. Overview of Narrative Text

Narrative text is like a storytelling. Woodson (1982:145) points out that narrative is arranging events in a story in chronological order, is also a way of thinking about those events. Ruetten (2012:35) added that in narrative writing, the writer focuses on a particular incident to support the main point. The incident consists of events that are linked in time. All the events should support the controlling idea. The writer also includes words and details that support the controlling idea. Moreover, there are some time signals used in writing the story,

such as suddenly, then, before, after, at first, finally, now, by noon, earlier, later, next, soon, the next day, often, at night, previously, and so forth. It is needed to connect the words in narration, either prepositions of time or subordinators in adverbial clauses of time. Moreover to time relationships, in narration, there are sequences of events to explain what happened first, second, and so forth.

Because narration is concerned with time, it is arranged chronologically and in the order of the importance of events. This sequence of events is called as plot. The following plot pattern was developed by William Labov (in Woodson) (1982:150):

1) Abstract.

   The abstract (not found in all narratives) tells why the story is being told.

2) Orientation

   The orientation introduces the time, scene, and characters.

3) Complication

   The complication relates a series of events.

4) Evaluation

   The evaluation, which reveals the narrator's or the characters' attitude toward the events, is the climax of the story.

5) Resolution

   The resolution explains how the story ended, what final effect the event had.

6) Coda

The coda, which, like the abstract is optional, brings the audience back to the present day.

2. Purposes of Narrative Text

All of the writing text types are made and used for different purposes, especially in narrative text. Based on Clouse (2008:186), a narrative text can fulfill any the purposes for writing as follows:

Table 2.1 Purpose of Narrative Text

Purpose	Sample Narration
To entertain	An account of your first meeting with your father-in-law, when you mistook him for an annoying insurance salesman
To express feelings	An account of what happened when your best friend betrayed you
To relate experience	An account of time you got lost in the woods for two days
To inform (to explain what happens when a person is arrested)	An account of the time you were wrongly arrested for shoplifting
To inform (to teach a lesson)	An account of a time you got in trouble for cheating
To persuade (to convince the reader that community service should be required in high school)	An account of the community service you performed as a high school senior.

3. Importance of Teaching Narrative Text in the Classroom

Writing narrative text is the students' written task which can train their way of thinking in writing about events in a story in chronological order. Narrative text is important to be taught because of consisting of stories. Stories

can be easy to entertain, instruct, clarify, and persuade the students. They can also show them how the world works, how people behave, and how events unfold. Therefore, stories can help the students to understand and cope with the world someday in the future. A history textbook can be categorized as a narrative text. It tells the stories in the past, so students can learn the important things from the past and change it to be better in the present and future. In the class, the teacher can add the story with morals to tell and teach them to learn about good attitudes and behaviors.

C. Media

1. Definition of Media

As known that media dominate in human live. It is around them, so they can find it easily in everywhere. Media is made in various types and substances. Many people use it for any purposes. The following will be explained the definition of media. The word of "media" is derived from Latin and the plural form of word "medium", which literally means "mediator or conductor". Thereby, media is a vehicle of transferring information of knowledge or message.

Based on the definition above, the media have important role for people to get information. Therefore, many teachers use the media as a tool to teach the students in the classroom to transfer knowledge.

2. Kinds of Media

The teacher's creativity in using the media can increase students' comprehension in understanding the lesson in the class. There are many kinds of

media that can be applied in teaching-learning activity. According to Djamarah and Zain (2006:124), media is divided into three types, namely audio, visual, and audiovisual media. Audio media refer to sound element, visual media refer to visual element, and audiovisual media refer to both sound and visual element.

In addition, Gerhard (2009:103) added that in the media itself, including various kinds of materials, and he specified and classified them in four general categories as the following:

1) Listening/viewing materials

Silent films; TV commercials, quiz shows, cartoons, news, comedy show, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotape short stories and novels; pop, rock, country, film, and children's songs; home videos; professionally videotaped travel logs, documentaries, and sales pitches.

2) Visual materials

Slides; photographs; paintings; sketches; drawing by children; stick-figure drawings; wordless street signs; silhouette; calendar pictures; pictures from travel; news, and popular magazines; ink blots; postcard pictures; wordless pictures books; stamps; X-rays.

3) Printed materials

Newspaper articles, cartoons, advertisements, movie advertisements, astrology columns, sport reports, obituary columns, and advice columns; travel magazines science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children's song;

restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; departments store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver's licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired.

4) Realia used in EFL/ESL Classrooms

Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie talkies, candles, fly swatters, string, thread, chewing gum, glue, rules, tacks, paper clips, rubber bands, trains, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks mannequins.

From those categories, not all of them can be applied in the classroom, so teacher should choose one of the appropriate media that can be used in teaching the students by considering to the objective of learning, the effectiveness, the efficiency, the function, the cheapness, and related to the material of learning.

3. Functions of Media in Teaching-Learning Process

Using media in teaching-learning activity is very useful and crucial for the teacher and students. For the students, it can help them to understand some certain

concepts that cannot be explained orally by the teacher. Meanwhile, for the teachers, when he/she cannot be able to explain about something to the students, they will use it to facilitate them in teaching and giving information to the students, so they can think concretely through the objects of media. According to Nana Sudjana (in Djamarah and Zain) (2006:137), there are some benefits that can be obtained by using media in teaching-learning process. They can be seen as follows:

1) By using media, it can make the students learn to think concretely and avoid the teacher teach verbally.

2) To increase students' motivation, interest, and attention to learn about something.

3) To foster students' learning development in order to get good outcome.

4) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.

5) To make the students learn to think regularly and continuously.

6) To increase students' critical thinking and help them to develop their ability in using language.

7) To help the students getting a better learning experience.

8) Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.

9) The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.

10) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.

D. Comic Strips

1. Definition of Comic

McCloud (1993:9) defines comic as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels. In this sense, single panel illustration is not considered as comic but cartoon. In the words of Gene Yang in Klau (2015), comic is a multimedia medium. It is a single medium made up of two distinct media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and texts in comics share narrative responsibility. Within the descriptions mentioned above, the intent is essentially the same. Gavigan & Tomasevich (2011:6) concludes that comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.

2. Differences between Comic Books and Comic Strips

There are two common forms of comic. They are comic strips and comic books. According to Gavigan and Tomasevich (2011:9) comic strips are

shortform comics which generally consist of three to eight panels. They usually appear in newspapers. Whereas, comic books are defined as multi-page paperback comics that generally are issued monthly. They are also known as manga when referring to Japanese comic books. Manga are very popular with large numbers of readers all over the world. In Indonesia, we can find dozens of manga lining the shelves in most book stores. These can be found online these days as well. The followings are four differences between comic strips and comic books explored by Duncan & J.Smith (2009: 6) in terms of art form perspective.

Table 2.2 Difference between comic strips and comic books

No.	Comic Strip	Comic Book
1	Very few panels	Many panels
2	The panel is the only unit of encapsulation	Units of encapsulation include the page, the two-page spread and insert panel
3	Layout is normally rigid	Layout can be creative
4	Composition is usually simple	Composition can be complex

Unlike comic books, comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. As we know, not every moment of a story is presented in comics. Only the prime moments are captured. This is called encapsulation. In comic strips, generally the only unit of encapsulation is the panel. Conversely, comic books have a greater variety of units of encapsulation than comic strips, including the panel, the page, the spread and inset panels. They also have more sophisticated layouts and compositions.

3.   Components of A Comic Strip

Basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters according to Yomtov (2014: 5). Panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders. The second element is lettering. It is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.
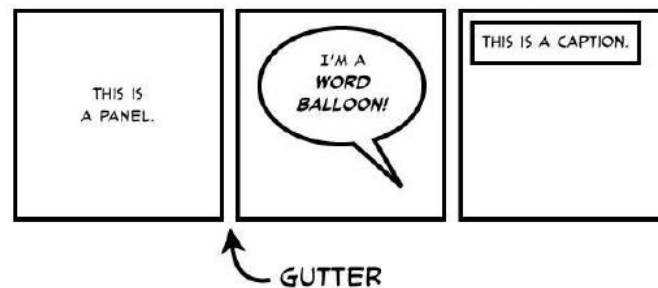

Figure 2.2 Comic Strip Component

The third one is balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Meanwhile, a thought balloon is a bordered shape containing a character's unspoken thoughts. Frequently, thought balloons

have cloud like borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods.
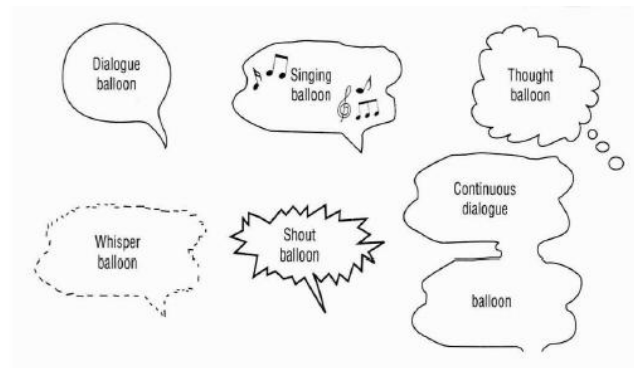

Figure 2.3 Sample Balloon Design

The fourth element is caption. It is often used for narration or transitional text. Captions almost always have rectangular borders but can also be borderless or floating letters.

The fifth are sound effects. They are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large (explosions) or small (a door softly closing in a lonely room). It is because overuse of them may distract the reader.

The next are borders. They can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger.

The last one is gutter. It refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one scene to the next. Sometimes, we find colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect.

4. Benefits of Comic Strips

There are several advantages of using comic strips as media in learning speaking. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated by Carry (2004: 58) in comics, readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible.

Second, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall words. Csabay (2006) explains that if a word, expression, or concept is accompanied by a picture, the learner will memorize and recall it more easily.

Besides comprehension and vocabulary, Csabay (2006) asserts further that grammatical competence can be improved as well. With the help of comic strips, new grammatical points can be introduced and practiced. Moreover, students will be able to better recall them later because these grammar points are embedded in a story with a logical structure.

Gorman, Krashen, and Lyga as cited in Klau (2015) states that comics make the text less threatening and can help to increase engagement and motivation. With the use of comic as a medium in teaching English, the students do not realize that they are learning English. They learn English in more enjoyable and interesting ways.

Csabay (2006) additionally emphasizes that colored illustration, simple theme and plot, and the characterization will attract the person who read it. Furthermore, comics are usually funny thus applying them to methodological purposes will have the same effects as using games in teaching English. It brings a cheerful atmosphere into the class.

5. **Strengths of Using Comic Strips in the Classroom**

Based Morrison, Bryan, and Chilcoat (2002:759) at assumptions, there are some reasons why comics have more strength rather than other teaching materials as follows:

1) It is evident that comic is familiar to and popular with middle and high school students.

2) The comic is a form of literature that students enjoy.

3) Students engage in greater literacy exploration than they otherwise would, due to comics' popular and easily accessible format.

4) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.

5) Such methodology helps enliven a classroom that can prevents historical content from being boring and meaningless, as it often is in typical classrooms.

From those reasons, it can be concluded that comic has important role in education, especially in teaching-learning activity between the teacher and students in the classroom. By using a good medium like comic, it absolutely can encourage students' desire to learn English subject with pleasure in the school.

6. Weakness of Comic Strips

Besides the strengths, the using of comic strips in the classroom also have some weakness. Those weaknesses are in the description below:

a. Comic strips sometimes difficult to understand if word in the balloon using slang language. Students will not find the meaning of slang language in the dictionary.

b. Most of the theme in the comic strips using anecdote theme, where sometimes students especially students of primary and secondary school haven't got material about anecdote story.

c. The spelling in the story of comic strips sometimes wrong. So, as teacher, we should able to choose comic strips that have right spelling and grammatical.

7. Application of English Comic Strips in Teaching Writing

Most of the students are lazy to write because they regard it as a complex and difficult English language skill. In their thought, it needs a long process to write something. They also are often having no idea about the topic that will be

written on their paper. Moreover, they are always getting stuck to tell and describe the next plot of story after writing the introductory paragraph. Therefore, the teacher can use comic strip to help them develop their ability in writing from the pictorial story.

In the classroom, the teacher can apply it to teach writing. After explaining about writing a good text, he/she can distribute the comic strips to each student, and then ask them to retell and rewrite the story into a paragraph in English. This method is very easy to be conducted by the teacher in the classroom, and it will make the students feel fun in writing. Hence, teaching writing by using comic strips is an appropriate and recommended method for the teachers to apply in the classroom in the teaching-learning activity.

D. Review of Related Study

The first is from a research of Nur Hamidah, Sriati Usman and Muhsin, conclude that the use of comic strip can improve the skill of the eighth grade students at SMP Negeri 9 Palu in writing narrative text. It could be seen from the mean score of the pre-test (45.6) and the post-test (60.8). It indicates that the writing skill of grade VIII students at SMP Negeri 9 Palu improved. Teaching and learning process can make the students bored without different techniques. By applying this technique in teaching writing especially narrative text, the students can enjoy, get motivated, get many ideas and stock of vocabulary. Moreover, for anyone who is interested to conduct a study in the same field with this study, it is better to find other effective ways to implement comic strip to the students. To

create an effective teaching learning process of writing skill through comic strip, further study is needed to interview the students to find out what the students are interested in.

The second is from a research of Siti Qomariyah, she has concluded that After getting the data, the writer analyzed the data used t – test. It can be said that since the value of tobserved (6.096) was higher than ttable in the 5% (2.015) and 1% (2.692) level of significance, it could be interpreted that there is a significant difference between who are taught using comic strips and who are taught using non-comic strips of tenth graders students of SMA Muhammadiyah of Palangka Raya.

The last is from a research of Damar Widiseta. He has concluded that, the use of comic strips as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that comic strips can be used to solve the students' writing problem and it can increase the students' writing ability. The hypothesis says that "There is a significant difference in writing ability between students who are taught using comic strips and those who are taught by a conventional media" is accepted.

Those earlier research shows that, many researchers have been proved that students writing achievement could be increase when the researcher used comic strip as the method of teaching. That's why, the researcher is confident enough to use this research into teaching writing in Junior High School.