

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

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 all about reading, narrative text, comic and also some previous study.

#### **A. Reading**

##### **1. The Definition of Reading**

There are reading definition are given by some people, which related the similar meaning.

Reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the another hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping and decoding information, meanwhile he can not as question or comment to the author directly.

##### **2. The Reasons for Reading**

According to Harmer (1987). there are four reasons for reading, they are:

- a. Reading in language learning



Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

b. Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

c. Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

d. Reading for pleasure

Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

### **3. Technique of Improving Reading Skill**

To achieve the purpose of reading one should read effectively. States that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose.



To achieve one purpose of reading, you can apply some reading technique as follows:

a. Survey Reading

Surveying is specialized technique for getting a mountain top new of an article chapter content and it helps to give a general point of view.

b. Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is in consequential for their purpose.

c. Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material around it.

d. Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension and recall. Pre-reading involves only at those part of reading materials that will tell you what it is about or how it is organize. Further he explains the port on to look at in reading a text book chapter are:

1. Read the title.
2. Read the introduction or opening paragraph.



3. Read the first sentence under each heading.
4. Read each boldface heading.
5. Notice any typographical aids.
6. Notice any graph or pictures.
7. Read the last paragraph or summary

## **B. Narrative Text**

### **1. The Understanding of Narrative Text**

There are two main categories of texts, literary and factual. Within of using language. In this paper, the writer will only discuss one of the texts that is being used for his research, that is narrative text.

A narrative is a text that tells a story and, in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the



readers. It is written with certain characteristics and its language features.

Chatman classified narrative text into four basic elements as follows :

a. Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describe physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

b. Settings

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. A good writer will make the reader drown to the plot of



the story that he writes. The writer will be as an actor of the story its self.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

## 2. The Purpose of Narrative Text

All of the writing text types are made and used for different purposes, especially in narrative text. 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-inlaw, 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. The Schematic Structures of Narrative Text**

The generic structures of narrative texts are orientation, complication, sequence of events, resolution, and Coda. A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes :

- a. Orientation that sets the scene (when and where) and introduces participants/character (who).
- b. Complication where a crisis arises and something happened unexpectedly.
- c. Resolution when the crisis is resolved in which the characters finally sort out the complication.
- d. A code which is closing to the narrative (an optional step).

### **4. The Linguistic Features of Narrative Text**

The language features usually found in a narrative are :

- a. Specific characters.
- b. Time words that connect events to tell when they occur.
- c. Verbs to show the actions that occur in the story.
- d. Descriptive words to portray the characters and settings.

The language features shown above are being used by a narrator. There always be specific characters in every story. For instance, in the story of Snow White above, the specific character is Snow White. Time words are also used in that story, for example "One day.....". And also the last two language features.



The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story.

From the explanation above, narrative text has certain language features which is adapted from a story. It shows how the whole story is, also it becomes a special characteristic of narrative text among other texts.

## **C. Comic**

### **1. Definitions 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. 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.

#### **4. Strengths of Using Comic Strips in the Classroom**

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

- a. It is evident that comic is familiar to and popular with middle and high school students.
- b. The comic is a form of literature that students enjoy.



- c. Students engage in greater literacy exploration than they otherwise would, due to comics' popular and easily accessible format.
- d. Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.
- e. Such methodology helps enliven a classroom that can prevent historical content from being boring and meaningless, as it often is in typical classrooms.

From those reasons, it can be concluded that comic has an 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.

## **5. 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 be able to choose comic strips that have right spelling and grammatical.

## **6. The Use of Comic Strips in Teaching Reading**

Most people like reading comics. The appealing of pictures and a sequence of story drawn are interesting to read. They also find it easier to understand comics' content because comics are always accompanied by visuals and use simple languages. Moreover because of the visuals, readers need less cognition to understand the contents. English teachers may find that comics can be a potential source to motivate students to read. This can be used as media applied in teaching English in the classroom. By making sure that students enjoy reading, it is easier to teach them various materials to improve their skills (Royanti: 2007).

The statements above are supported by Csabay (2006) who points out that comic strips usually liked by teenagers and young adults are seen to be effective used as media in language teaching. Comic strips which are usually funny will amuse and interest L2 students in which it means their motivation to read can be increased. She also states that with the characteristics of comic strips which are visuals, students will



be able to learn better. Because if a word, expression, or concept is accompanied by a picture (a visual image in one's mind), they tend to memorize and to recall them more easily.

Drolet (2010) says that it is better to implement authentic materials having real language use but still bring the students to do extensive reading. If students enjoy reading, it will bring positive results in the way of comprehending the text contents. Comics can be seen as a promising material to implement because they are not only attractive for most learners in different ages and levels but also contain real language use and also culture. The more students enjoy reading, the more their comprehension skills improve.

Because comic strips are dominantly visual, it can help students to comprehend the text and the situation of comic strips easier. Visuals accompanying a text can help students to comprehend factual information. Visualization also help students to recall the content of the text more easily. Related to this, Liu (2004: 266) which outlines the five major functions of using contextual visuals in combination with written text:

- a. Representation : Visuals repeat the text's content or substantially overlap with the text.
- b. Organizatio : Visuals enhance the text's coherence.
- c. Interpretation : Visuals provide the reader with more concrete information.



- d. Transformation : Visuals target critical information in the text and recode it in a more memorable form.
- e. Decoration : Visuals are used for their aesthetic properties or to spark readers' interest in the text.

Some scholars have stated some strengths of comics in education. One of them is Gene (2003) who presents six the strengths as follows. The first is Motivating. Motivation can improve reading comprehension because human tends naturally easier to be attracted by pictures which means comic can capture and maintain the learner's interest. The second is visual, pictures and text mutually tell a story. In this "interplay of the written and visual" comics "put a human face on a given subject" resulting in emotional connection between students and characters of a comic's story. The third is permanent, comics' "permanent, visual component" in contrast to film and animation, where the medium dictates the pace of the viewing progresses. The text medium is permanent but not "pictorial. So "visual permanence" is unique to comics, while time within a comic book progresses at the pace of a reader.

Comic books like intermediary to reading comprehension. Comics can scaffold to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones



inspiration and confidence for more challenging texts. And comic books popular in child. There should be harmony between the child's on-going life activities and his experiences in the school-new learning always is a continuation or expansion of learning already possessed by the learner. In addition, comic books promote media literacy, encouraging students to "become critical consumers of media messages" (Morrison, Bryan, & Chilcoat, 2002). Through comic books about social aspects students may examine contemporary lifestyles, myths, and values.

Reading with comic books can develop of thinking skills. Analytical and critical thinking skills can be developed through comics according to Versaci (2001). Answering of deeper questions about the combination of visual and textual force students to get familiarized with these two means of expression, uncovering the deeper meaning of a work and offering a profound insight.

Comic strips provide the structure and the stimulus to which students respond, and, since stories are universal, students from different cultures can understand their structure and identify themselves with the characters. This helps them to acquire vocabulary, grammatical and communicative competence and provides them with special cultural knowledge as well.

The explanation of Oller's theory is put in details by Csabay (2006). She explains that comics have a story line in which they have



a conclusion or at times a punch line. This story line motivates students to be eager to know what will happen, what will be the end of the story (as their curiosity has been aroused). They will tend to remember the words, expressions, and grammatical forms more easily. Oller's theory also points out that comics can be facilitation for learning vocabulary. Students have to find meanings of the words they find in a certain text and connect them with the context of surrounding discourse. This process will bring better results in their vocabulary mastery. If students are able to associate the words with a certain context, especially their background knowledge, it is easier for them to recall and to apply the words. The words will be more meaningful than just learning words without a context. The grammatical can be improved because of new grammar points are shown in different ways which are simple, fun and easy to remember.

As explained before, comic strips are not something new in teaching reading. Having strengths like attractive and amusing which motivate students to read more and quite effective in helping to comprehend text because of the visualization, comic strips are believed to be helpful in teaching reading. This is supported by the fact that comic strips usually have a story line and a logical structure which is easier to remember and to recall. Those are some reasons why teachers can try to implement comic strips in their classes to improve students' reading skills.



## 7. Comic Strips Activities in Teaching Reading

To be able to use comic strips well in the classroom, an English teacher should know various activities which can be used to implement comic strips in teaching. Csabay (2006) offers four learning activities using comics. First, students can be asked to arrange the pieces of a comic strip that have been cut apart into a proper sequence to tell the story. Second, the speech bubbles are separated from the comic and they are asked to arrange the correct sequence of the speech bubbles. Third, the last panel of a comic strip is cut out and students are asked to continue the story either in a written or spoken mode. Fourth, they are asked to complete some missing information in a story based on a comic strip later given to them.

Derrick (2008) also proposes some activities which can be used to maximize the use of comic strips in teaching English.

### a. Understanding Visual Symbols

Before students face comics in the classroom, a teacher can ask them to interpret the visual symbols in the comics. These symbols can help them to prepare vocabulary they might encounter.

### b. Reading Order in Comics

Students can learn how the order of the events is organized. They might find out that not all of comic strips follow an order, in which the sequence of the story comes from left to right. That



is why they can practice to recognize the order of the text which let them to comprehend how the story well even in unusual order.

c. Completing Comic Jigsaws

Comic jigsaw can be used as an activity when the teaching learning process uses comic strips as media. This activity can be applied individually or in group. Each student is given some separated panels in which there are some missing parts in the panels (the texts or the bubble speeches or even the panel containing the pictures itself). Students should find those missing parts to complete the comic strip by asking then matching the panels. This activity promotes the cooperation in doing tasks.

d. Filling in the Text

Students can be given a comic strip in which the speech bubbles have been deleted or covered. They can write what might been said by the characters in the comic strip. They can also practice to use some new vocabulary or expressions taught in the classroom.

e. Creating Pictures

Instead of creating texts for the sequential picture of a comic strip, students can create their own pictures or drawing based on text given. The texts can be taken from various sources,



as long as it contains the materials taught. By doing this, they are able to imagine and bring the texts into pictures.

f. Putting Pane

Is in Order Students are given some separated panels of comic strips in which those are cut and distributed randomly in each group. They have to find the correct panels to complete their own comic strips. To do this activity, they have to understand the story and know the order of events or conversation patterns used to be able to fully complete the comic strip given.

g. Creating Comics

In this activity, students can be asked to create their own comics. If they have known how the comic strip works and they have understood materials given by the teacher (various texts with general structure and the language used), they can make their own comic after given specific themes. Besides drawing comics by themselves, they can take any pictures from any sources, like magazines, newspapers or internet.

In brief, it can be concluded that there are some activities which can be implemented in teaching reading using comic strips. Some of them require students to be able to arrange the pieces of a comic strip into a proper sequence or to match certain



panels with the correct speech bubbles. The other activities can be integrated with writing skills. Students can be asked to write what might be said by the character in the speech bubbles based on a certain passage or to create their own comics.

#### **D. Review of Related Study**

The first is from a study of Fransisca Dita Puspita, conclude that the use of comic strip can improve the skill of the eighth grade students at SMP Negeri 2 Kalasan in improving reading comprehension of narrative text. It could be seen from the mean score of the pre-test ( 61.4 ) and the post-test ( 75.7 ). It indicates that the reading skill of grade VIII students at SMP Negeri 2 Kalasan improved. Teaching and learning process can make the students bored without different techniques. By applying this technique in teaching reading 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.

The second is from a study of Farida Arroyani, she has concluded that after getting the data, the data were obtained from the students' achievement scores of the test of reading comprehension skill of narrative text. They were pre-test ( 59.8 ) and post-test ( 71 ) scores from the experimental. 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 the grade of SMPN 2 Tanggunharjo Grobogan.

The last is from a study Fitri Yustiani, she using Dewabrata's Loyalty Story to Improve the Senior High School Students' Skill in Reading Narrative Text. She states that there was significance difference of students' achievements in understanding the reading text between those taught using comic and who are taught using non-comic of SMA Rifa'iyah Rowosari Kendal. It can be seen from the test result of the students. As the result, the mark of students in experimental class is higher than the mark of students in control class.