

CHAPTER II

REVIEW OF RELATED LITERATURE

This study investigated the effectiveness of comic strips as a media in teaching writing in helping students in generating idea to start writing. This chapter explains the theories related to the study. It describes the relevant literatures that underpin the issues of the research. This includes reviews about the process of writing, the teaching of writing, recount text, comic strips, and advantages of comic strips as an instructional media, using comic strips to teach recount text writing and the review of some related previous research.

A. The Process of Writing

The process of writing is a time for people to express and share their thoughts until they have expressed their ideas clearly. Teachers can help students to write more effectively through giving motivation or creativity teaching. There are three major stages in writing process. They are prewriting, drafting, and editing.¹

1. Prewriting.

Prewriting is the initial step which covers all activity the writer does before actually starting to write. This step is to make a plan or an outline about what to write and how to write. Here, the writer brainstorms the ideas

¹ Arifah. *The Use of Picture*16



and determines the topics. This step helps students to make the writing will be complete and coherent.² The techniques include free-writing, outlining, note taking of discussion or thinking process, writing a thesis statement and conducting research if necessary.

2. Drafting.

In this step, the topics and ideas from prewriting is developed. It concern with developing the paragraph. The paragraph is usually the development from one topic that is expressed in the topic sentences. A draft usually contains many paragraphs that were developed from existing topics in prewriting.³ A first draft puts ideas down on paper for the first time. The writer may write as much as possible in accordance with a predetermined topic until find the most appropriate sentence. In this stage, some people aim for perfection when they write a first draft, the writer wants to get everything correct.

3. Editing.

This step evaluates the draft that the writer has made. Those evaluated are the word choice, paragraph structure, and organization. It can be done by independently, peer reviewer, or consult the expert (teacher). It help the writer to know what comes across well and what seems confusing. It may removed

² George E. Wishon, Julia M. Burks. *Let's Write English, Revised Edition*. (New York: Letton Educational Publishing, 1980).371

³ Ibid.369



the word, sentence or paragraph that do not relate to the topic.⁴ It is very valuable if the reviewer has a different view to the writing.

In editing step, the writer can evaluate the word choice, paragraph structure, check the content and clarity of the message and the coherence of the paragraph. Here the ideas and the organization can be concerned more. Moreover, it can be used to correct errors including grammar, spelling, punctuation, and capitalization.

B. Teaching Writing

Related to the aim of the teaching and learning English in Indonesia as mandated by the National Curriculum, especially in writing in junior high school is aimed to improve the students' communicative competence both spoken and written to achieve the functional stage literacy.⁵ So, there are two forms of language, spoken and written that should be learned by student as stated in the curriculum.

“Tingkat literasi mencakup performative, functional, informational, dan epistemic. Pada tingkat performative, orang mampu membaca, menulis, mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat functional, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat informational, orang mampu mengakses pengetahuan dengan kemampuan berbahasa, sedangkan pada

⁴ Ibid.369

⁵ National Education Department (Depdiknas), *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris* (Jakarta: Depdiknas, 2006).278



tingkat epistemic orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran.”⁶

Teaching writing is different from teaching speaking. The differences is the characteristic of the language use for communication.⁷ It is easy to convey the meaning in speaking because the speaker faces the listener directly. If the listener does not understand what the speaker, means she/he can repeat and use gesture to help the listener understand the meaning.

Unlike speaking, writing is more complicated because it is not only arranging words into sentences but also make it meaningful and coherent sentences.⁸ In writing, the writer should use the appropriate word to make readers understand what the writer wants to tell. The writer should also use the correct grammar in order not to make readers confused when they read the writing. The teachers' role in teaching writing class is to provide understanding to the students that writing is a form of language for communication in written text.⁹ It may provide an opportunity to help students to improve their vocabulary and helps students to choose an appropriate grammar and language use in their writing so their writing can be understood easier.

⁶ Ibid.277

⁷ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996).159

⁸ Ibid.160

⁹ Jan Turbil and Wendy Bean. *Chapter 4: Basic of Writing and the Role of Teacher*.

(<http://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CC4QFjAA&url=http%3A%2F%2Fwww.rcowen.com%2FPDFs%2FTurbill-Bean-Ch-4.pdf&ei=SKgdUpWEBsKCrgeu8YCwBw&usq=AFQjCNGnM7ILhfCmJyyI8hOfCRLfzmc3w&sig2=2-P2XQicGUGLEnMqXY6JEw&bvm=bv.51156542,d.bmk>, accessed on August 28, 2013)



The purpose of writing is the expression of ideas and the presenting a message to the reader. Therefore, the most important thing of the writing is the idea. In addition, the writer also requires to notice to the formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar.¹⁰ The main role of the teacher is to teach students to make an order of sentences which express their meaning most effectively.¹¹

C. Recount Text

Recount text is a kind of text that retell past events, usually in the order in which they occurred, to provide the audience with a description of what occurred and when it occurred. And it is presenting series of events.

When referring to the information in the school books, recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing about the past activity to the reader. Recount text has specific generic structure and the language use.

a. Generic Structure of Recount Text :¹²

Orientation : tells who was involved, what happened, where the events took place, and when it happened.

Events : tell what happened and in what sequence.

¹⁰ Penny Ur, *A Course*.....163

¹¹ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas. *Teaching English as a Foreign Language, Second Edition*. (USA and Canada: Routledge.1980).119

¹² Tim VIVA. *PAKAR; Panduan Aktif Belajar VIII B, Bahasa Inggris untuk SMP Kelas VIII Semester Genap*. (Klaten: CV AVIVA).10



Reorientation : consists of optional-closure of events/ending.

b. Language features of Recount text :¹³

1. It is written in the past tense (she yelled, it nipped, she walked)
2. It is made of words which connect events in time, such as next, later, when, then, after, first, at the same time, as soon as she left, late on friday)
3. Recounts describe events, it is made of verbs (action words), and of adverbs (which describe or add more detail to verbs)
4. The details are often chosen to add interest or humour to the recount.
5. Use of personal pronouns (i, we) (personal recount)
6. The passive voice may be used, (Factual Recount)

D. Comic Strips

The word “comic” is taken from the Greek “komikos”, which means funny or cute. Yunus states that picture in comics that are related to establish a series or sequences and the function is to tell stories or sequence event.¹⁴ Thus, comic is as a picture story in which each picture is stated in a box. It is the series of one story of picture, and in general, it is complicated by words that are texted in balloon above the speaker head to indicate the speaker speeches.

¹³ Ibid.10

¹⁴ Chusnul Fatimah, *Using Comic to Increase Students' Vocabulary at SMP Bilingual Terpadu Krian Sidoarjo*, (Unpublished S1 Thesis English Education Department IAIN Sunan Ampel Surabaya, 2011).17

Comic strips are a short series of funny drawings with a little text which is usually published in a newspaper.¹⁵ They consist of a series of humor drawing or a cartoon with words in balloon and captions. They are made of three or four pictures in the box that tell a story with one or more characters. Some comic strips tell different events every day. In other comic strips, the stories are presented day to day continuously and give complete humor ideas each day until it is finish. And then with the same characters, it starts a new story.¹⁶



Picture 2.1
The example of comic strips published In Jawa Pos Daily News
Issued at Thursday, 9 March 2006

¹⁵ Cambridge Advance Learner's Dictionary

¹⁶ Chusnul Fatimah, *Using Comic to.....*21



E. Advantages of Comic Strips as An Instructional Media

One of visual aids that can be used to teach language as a media is comic strips.¹⁷ Visual message is effective to clarify information¹⁸ because clear picture help to understanding the material easier. In addition, since it is a kind of picture, comic strips can give information about a complicated story through a few pictures.¹⁹ So that it can help students to clarify the message and avoid the misunderstanding in getting the information.²⁰ Moreover, comic strips have sequence picture in some box that tell story step by step, so that it can help students to understanding the message easier.

Comic strips are an interesting media in learning English. Comic strips are more interesting to students than textbook or article.²¹ Articles or textbook are more difficult to understand because it give a complex paragraph that there are many vocabularies. Unlike Articles or textbook, comic strips are pictures that have a little text.²² So, it helps students to read and understand²³ the text more easily. Comic strips also consists of humour that make interested for both

¹⁷ Saeed Ketabi and Shahla Simin. *Investigating Persian EFL Teachers and Learners' Attitudes towards Humor in Class*. University of Isfahan, Iran.
(<http://moodle.bracu.ac.bd/mod/resource/view.php?id=3129>, accessed on May 24, 2013)

¹⁸ U.S. Department of Labor, OSHA Office of Training and Education. *Construction Safety and Health Outreach Program*. (<https://www.osha.gov/doc/outreachtraining/htmlfiles/traintec.html>, accessed on May 24, 2013)

¹⁹ Clare Lavery. *Using Cartoons and Comic Strips*. 2011 <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>, accessed on May 24, 2013)

²⁰ Newnue. *The Advantages and Disadvantages of Using Picture as a Media in Englis*.
(<http://www.shvoong.com/writing-and-speaking/branded-content/2103882-advantages-disadvantages-using-picture-media/#ixzz2cWWUYFzb>, accessed on August 19, 2013)

²¹ Saeed Ketabi and Shahla Simin. *Investigating*..... accessed on May 24, 2013)

²² Cambridge Advance Learner's Dictionary

²³ Saeed Ketabi and Shahla Simin. *Investigating*..... accessed on May 24, 2013)



children and adults.²⁴ Therefore comic strips can be used from beginner level to advanced level.

Since comic strips are published in mass media, it can give some vocabularies that related to recent style and events.²⁵ Comic strips also help students to learn to choose an appropriate word to present their idea.²⁶ It seems that using comic strips as a media can increase the students' vocabulary and language use.

Comic strips are possible to give a response and comments about events and issues that are going on in the news.²⁷ So students can find other knowledge outside the classroom on issues that are happening in the news. And it could also indicate a culture of men and women behave. In addition, all things of issues like racism, teenage relationships, sexism, ageism, and family relationships are commented and illustrate on comic strips.²⁸ Therefore, it indicates that comic strips also can help the student's knowledge to be more widespread.

²⁴ Ibid

²⁵ Ibid

²⁶ Christina Martidou. *How to Create and Use Comics with Your English Language Learners!!!* (<http://christinamartidou.edublogs.org/2013/03/23/how-to-create-and-use-cartoons-with-your-english-language-learners/>, accessed on May 24, 2013)

²⁷ Clare Lavery. *Using Cartoons* accessed on May 24, 2013)

²⁸ Ibid



F. Using Comic Strips to Teach Recount Writing

Comic strips can be used as an appropriate media and has advantages in teaching writing. Comic strips can help the students to generate ideas for their writing.²⁹ Each strip is three or four panels of pictures that have own events. Thus it works as a stimulus for the students in the pre-writing process. It can be used as a plan (outline) what they want to write and ease for them to express their ideas. Most of the students find the difficulties to start writing because they cannot generate their ideas. Before writing, students are able to formulate the structures and generate the ideas as the part of pre-writing process. It eases students to determine what they want to write using the pictures.

It helps to ease students in developing a story in a coherent order,³⁰ so the story is easy to understand. It is because comic strips has series picture in some panels that are interrelated to display a complete story. And each panels has its own story. It also can help to identify the elements of story (plot, character, and theme) through visual and dialogue. Thus, by knowing the elements of the story, it is easier for students to write their own. A student can choose his or her own characters and develop stories alone or with a partner.

Comic strips are a perfect way for students to write in a good organization. It is because comic strips consist of story that has a beginning, middle and end. Therefore, comic strips enable to help students to determine the

²⁹ Saeed Ketabi and Shahla Simin. *Investigating* accessed on May 24, 2013)

³⁰ Christina Martidou. *How to Create and Use* accessed on May 24, 2013)



organization of the text. It is orientation, events, and reorientation. Comic strips have three or four box of pictures that have its own story in each box. The first box, it can be the orientation. Then the second and the third box must be the events. Meanwhile, the last box is the reorientation.

G. Previous Research

This research investigated the effectiveness of comic strips in teaching writing for the eighth grade at MTs. At-Taqwa Lamongan. Related to issues in writing, there has been some research related to the topic of this research.

Using comic strips has been used as teaching aids in several researches. An experimental quantitative research methodology was done by Nur Ainiah in 2007 and Farida Arroyani in 2010 but in different skill. Ainiah who focused on listening skill showed that using comic strips had significant influence to improve the students' listening comprehension.³¹ Then, Faridah who focused on reading showed that using comic strips as teaching media/aids in teaching narrative text improved the students' reading skill and also motivated the students in learning English, especially narrative text, since it can create fun, competitive, and consequently memorable learning in English subject.

Fika Megawati in 2012 also has done a research about comic strips in writing skill. The subject was the eleventh grade of senior high school at MAN

³¹ Nur Ainiah. *The Effectiveness of Using Comic Strips for Teaching Listening Comprehension at Senior High School*. (Unpublished S1 Thesis English Education Department Language and Arts, Surabaya State University. 2007)



Bangil. It used a CAR (Classroom Action Research) methodology. The results showed that teaching writing using comic strips through Process-Genre Based Approach (PGBA) could successfully improve students' ability in writing. The findings also revealed that comic strips had effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process.³²

Another research about the teaching writing using dialogue journal was done by Laili Hidayatu Ni'mah in 2012. It was conducted at SMP N 2 Keling Jepara. The design of the research is the experimental method which uses pretest and posttest. The result of the research showed the mean of pretest is 69.65 and the mean of posttest is 77.65. The score of posttest is higher than pretest. It can be concluded that the students' writing ability were improve. So teaching writing using dialogue journal can improve the students' writing ability.

The other research was about using situational pictures as material on students' ability to write. It was done by Khoirul Bariyah in 2009 that used experimental research. In this study, the researcher got the result that there were an effect in students' writing ability. There were an effect on the students' ability of writing text between the students who were taught by using situational pictures and the students who are not based on the students' results: experimental group were and the control group.

³² Mirjam Anugerahwati. *Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian Efl Students* by Fika Megawati. Universitas Negeri Malang Jl. Semarang 5, Malang, Indonesia.2012



The qualitative research methodology related to the picture series was done by Afif Arifin in 2011 and Erlin Kusumaningtyas in 2007. Both researches were conducted at senior high school. The result showed that the use of picture series helped students to identify and recognize the generic structure of the text and its language features. Then, the other research while using experimental research was done by Siti Nurjannah in 2012. Based on the result of the research, the use of picture series in this study is believed to be effective to improve the students' writing skills. In reference to the students' writing scores, the students' skills in four aspects of writing improved after picture series were implemented

Research related to picture series was also done by Linawati in 2012 and Endah Purwaningsih in 2012 that used quantitative research methodology. These studies used action research design, which consisted of two cycles. The findings showed that the picture series as instructional media is very good. And the result showed that picture series was effective in improving writing ability.

Other research is about the use of picture to write narrative in teaching writing by Arifah in 2009. The research design of this study was observation research. The researcher acted as an observer who observed the students at the writing class by using picture to write narrative. She also observed the teacher and the student's activities when the teaching and learning process taken places. The result of this research was the teacher of second class MA. Raudlatul Ulum used pictures series in teaching writing narrative. He explained the material, generic structure, and clear example about it. Then contributed pictures in order



the students write narrative well after they gotten some clue or new vocabularies related to the pictures tell. The students' writing result is better when the teacher uses pictures in teaching narrative then before while teacher did not use it. It proved that picture is good media in teaching learning process especially in teaching narrative writing.

The other research that is similar to this research which focuses on writing skill were done by Arifah, Khoirul Bariyah, Siti Nurjannah, Linawati, Endah Purwaningsih, Afif Arifin and Erlin Kusumaningtyas. However those research used other kinds of media such picture, picture series, and situational picture and this research use comic strips as a media in teaching writing. The importance of comic strips is that there is a text in balloons and captions. It eases the students to imagine and find out the story of the comic strips. In addition, it consists of a series of humor drawing that leads the students to have high motivation and interested in doing the task since the writing activities are interesting.

This research is similar to Ainiah and Farida in using comic strips to teach English. Nevertheless, those researches focused on listening and reading skill and this research focused on writing skill. Moreover, Fika's research also used comic strips to teach writing on writing skill but its subject was senior high school students. The design was CAR (Classroom Action Research) methodology while in this research the subject was junior high school students and used experimental research.



This research investigated the use of comic strips as media in teaching English. Nevertheless, this research has different point with the research above. It was to know whether comic strips is more effective as a media than using LKS as a media in teaching writing for the eighth grade of junior high school at MTs. At-Taqwa, Lamongan.