CHAPTER II
REVIEW OF RELATED LITERATURE

A. Related Literature

1. Media of Learning

Media of learning is an important thing to facilitate the learning process. Media of learning as tools to help the teacher to deliver the message. Gagne assets as stated in Sadiman book, "Media serve as components in students' environment, which can stimulate students thinking."[13] Media have a role in reaching the teaching goal successfully. In teaching language, there were so many media are used by the teacher. There were some media that effectively used by the teacher in the classroom. Those media are as follows:

a) Pictures.

The picture means visual media but doesn't have a sound or audio. They can be photographs of people, places, and things that used in magazines, newspapers, comics or calendars.

b) Realia or real objects.

Realia means real things, objects such as coins, tools, plants, animals, or collection of artifacts that teachers can bring into the classroom to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable.

c) Drawings or teacher-mode drawings

Drawings are quick to do. They should be simple but show a lot of information

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[13] Arif Sadiman, *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya* (PT Radja Grapindo Perkasa, 2006).6

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d) Chart, poster, and cartoon

The chart is a drawing that shows information in the form of a diagram, a map of the sea, or the sky, etc. The poster is a large printed picture or notice in a public place, often used to advertise something. The cartoon is a funny drawing especially one in a newspaper or a magazine that makes a joke about current events. All the above media can be used in four language skills; listening, writing, reading, and writing in teaching and learning process.

e) Blackboard or whiteboard

The black board or white board is the most important visual media which most of the classrooms have. The board can use for presenting drawings, diagram, and written language. It is always available for various purposes without special preparation.

f) Audio media

As well as the board, the tape recorder has come to be valuable media to the language learners and teachers. Cassettes are much easier to use for many listening activities. Audio media can take a recording of the radio to provide authentic materials for listening practices, or it can make the materials using a recorder.

g) Overhead projector (OHP)

An overhead projector is very useful for large classes. Teachers can face the class freely. Teaching by using an OHP is less messy than using chalk. The material can be prepared before the hand on the transparency. Presenting material on the OHP allows to face the learners all the time and provides the learners with a common focus of attention.

h) LCD projector

LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners. In addition, nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practiced and efficient.[14]

Based on the kind of media above, pixton as medium to make comics is combination between picture, drawing and cartoon media. As Sudjana define that kind of cartoon from expressing character and playing a story in sequences of closely related drawing and it is designed to give fun to the readers.[15] From the definition, comic identic with story in sequences especially narrative text in this research.

a. The Kind of Comic Media

There are many kinds of comic that can be applied in teaching-learning activity. According to Andrew Smith there are several kinds of comics as the following: [16]

1. Comic strip:
   These comics utilize panels, having a minimum of one and usually a maximum of three of four panels.
2. Comic book:
   The comic book is a like comic strip that runs on for a number of pages but comic books are typically part of the serial story.
3. Trade paperback
   The trade paperback is a collection of comic books all bound together in one edition. Usually,

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[14] Ministry of National Education, *Instructional Media* (Center for Development and Empowerment of Language Teachers and Education Personnel, 2009). 6-9

[15] Sudjana, Nana, and Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algersindo, 2002).64

[16] Andrew Smith, "Teaching with Comics", *University of Lethbridge* (2006), pp. 3–5.

these 'trades' are organized around a single story that may expand over several issues.

4. Graphic novel

The graphic novel is somewhat similar to a trade paperback, the difference in story and art sometimes leads to the idea that graphic novels are superior in literary and artistic content than other comics.

5. Webcomics

These comics like 9Gag websites, 1Cak, MCI and another website. Webcomics usually produced by an internet user. In addition, these comics' genres are more dominant to the humor.

6. Comic maker/ comic editor

This comic is a tool to make a comic strip or comics' book. In this era, much of tool that facilitates to make a digital comic. For example Toondoo, Manga studio, Sketchbook, Comicker, Picsay, Pixton, and the others.

From categorizing above, the comic type will be used in this study is pixton as medium of comic maker. It is a students' medium to prewriting, especially to coming up the students' idea in writing narrative text.

2. Pixton as Medium

In the past, comic creators using the manual media to draw a comic. However, now a lot of tools or applications that can be used to make comics. Hence, this study using a website that provides a tool to make a comic. This website named "Pixton" that produced by husband and wife team Clive & Daina Goodinson, based in Parksville, British Columbia, Canada.[17] Pixton provides all users with the ability to easily create amazing comics on the web.[18] In

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[17] Clive Goodinson and Daina Goodinson, *About | Pixton for Fun*, https://www.pixton.com/company, accessed 13 Feb 2017.
[18] Lee, *Using Pixton As a Tool in the Classroom - ETEC 510*.

this study, teacher and students using Pixton website to make comics.

Pixton is a way for students to engage in the world of comics and it provides a powerful visual writing tool.[19] Pixton is tools to make comics. The media made students to explore their creative thinking such as they can write their dialogues in the speech bubbles or dialogues box and chosed the character in pixton.

Pixton provide words and images to resolve students' problems of storytelling which they would not otherwise experience using words alone. Like reading, comics provide a scaffolding so that students experience success in their writing.[20] These providers helped students to improve their motivation and creative thinking in writing skill.

c. The Advantageous and Disadvantageous of Pixton

1. The Advantageous

The one advantage of using comic creator in classroom is provides an opportunity to facilitate students' engagement in making visual-verbal connections.[21] The other advantageous of Pixton from Vivian WH Lee as follow:[22]

a. Easy to use (every aspect of a comic can be controlled in an intuitive click-n-drag motion)
b. Allows for creativity for non-artistic students, someone who does not have the skill to draw would be easy to make a good comic with this advantage.
c. Provides codes for embedding, with this feature the comic creator can embed their comic to the blog.

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[19] *Ibid.*
[20] Airy Andre et al., *The Benefits of Comics in Education | plasq.com*, https://plasq.com/education/the-benefits-of-comics-in-education/, accessed 14 Feb 2017.
[21] Janette Combs, "Creating comics: Visual and verbal thinking in the ultimate show and tell", *Retrieved July*, vol. 4 (2003), http://www.janettekennedy.com/599site/combsproject.pdf, accessed 31 Oct 2016. 38
[22] Lee, *Using Pixton As a Tool in the Classroom - ETEC 510.*

d. Variety of sharing options. The creators get a link to access the comic and share the comic in Facebook, Twitter, E-mail and Edmodo.

e. Provides many characters, props, and backgrounds. It's useful for the creator to make variety comics.

f. Provides searching feature in characters, props, and backgrounds. This feature is it is very useful for the creators to speed up in making comics.

g. Easy to change characters movement and expression. It is useful to make a good comic and ease in making comics.

In general, the advantage of using pixton is to involve students in the learning process, especially in this study is brainstorming. The involving students in the process of brainstorming were make the students more creative in writing, because the students feel free to write a text and their idea in writing more varying.

2. **The Disadvantageous**

Every media has advantageous and disadvantageous. Below is some disadvantageous from Pixton:[23]

a. Many options are only available to premium users. For the premium user, creator can print out or download the comics.

b. Requires the internet access.

d. **How to use Pixton**

Pixton is new patented technology that gives anyone the power to create amazing comics on the

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[23] *Ibid.*

web.[24] This website is easy in use and nice of user interface. Here is a tutorial to make comic in Pixton:[25]

1. Register and log in, it's free.
2. Click on the 'Create your picture' button to create own character. 3. Select the layout in graphic novel and choose the advance.
4. Drag and drop in characters, backgrounds, props, and speech bubbles in whatever order suits the best
5. Choose save for latter to save for own self or Save and continue to publish and embed the comic.

3. The Effectiveness of Writing Narrative Text

a. The Effectiveness of Writing

Effectiveness refers to the investigation's ability to do more good than harm for the target population in a real-world setting.[26] Effectiveness is when the media could improve students' score. It showed in their test in pretest and posttest.

Writing is the most complex skill among other language skills because in writing students need to think hard to produce some words, sentences, and paragraph at the same time.[27] The other definition writing is a process of using symbols to communicate

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[24] Goodinson and Goodinson, *About | Pixton for Fun*.

[25] Richard Byrne, *How to create simple comics on Pixton.com* (2016), https://www.youtube.com/watch?v=PAX9ILv_vIM, accessed 13 Feb 2017.

[26] Dean Schillinger, "An introduction to effectiveness, dissemination and implementation research", *From the Series: UCSF Clinical and Translational Science Institute (CTSI) Resource Manuals and Guides to Community-Engaged Research, P. Fleisher, ed. Clinical Translational Science Institute Community Engagement Program, University of California San Francisco* (2010).2

[27] James C Raymond, *Writing is an Unnatural Act* (New York: Happer & Row, 1980).1

the ideas.[28] In writing, students have difficulties in finding the ideas and connect between one paragraphs to another paragraph.

Writing ability assessment scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics.[29] In sum, the effectiveness of writing is when the media could improve students' score in writing ability. In this research, it showed in students' score in posttest.

b. Writing Process

Dorothy E zemach and Lisa A Rumisek said in their book "Academic Essay Writing from Paragraph" there are four steps in the process of writing, Prewriting, drafting, reviewing or revising and rewriting.[30]
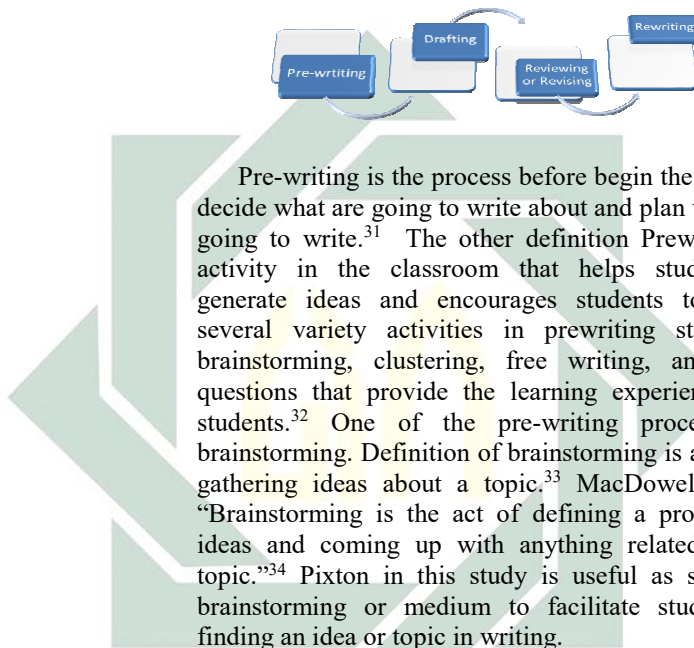
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[28] Samir Al-Jumaily, "Improving My Students' Writing Skill: An Intensive Course for ESL Learners by Using Process-Approach to Writing with the Assistance of Computer Word Processor", *International Journal of English Language Teaching*, vol. 2, no. 1 (2014), http://www.sciedu.ca/journal/index.php/ijelt/article/view/6054, accessed 31 Oct 2016.

[29] Weigle, *Assessing Writing*.114

[30] Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay* (Macmillan, 2006).4

Chart 2.1
The Process of Writing

Pre-writing is the process before begin the writing, decide what are going to write about and plan what are going to write.[31] The other definition Prewriting is activity in the classroom that helps students to generate ideas and encourages students to write. several variety activities in prewriting stage are brainstorming, clustering, free writing, and WH-questions that provide the learning experiences for students.[32] One of the pre-writing processes is brainstorming. Definition of brainstorming is a way of gathering ideas about a topic.[33] MacDowell states, "Brainstorming is the act of defining a problem or ideas and coming up with anything related to the topic."[34] Pixton in this study is useful as students' brainstorming or medium to facilitate students in finding an idea or topic in writing.

b. Type of Writing Performance

According to brown there are four categories of written performance:

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[31] *Ibid.* 5

[32] Richards Jack C and Renandya Willy A, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).316

[33] Zemach and Rumisek, *Academic Writing from Paragraph to Essay*.

[34] Zahra Hashempour, Mohammad Rostampour, and Fatemeh Behjat, "The Effect of Brainstorming as a Pre-writing Strategy on EFL Advanced Learners' Writing Ability", *Journal of Applied Linguistics and Language Research*, vol. 2, no. 1 (2015), pp. 86–99.

1. Imitative

   The learner must attain skills in the fundamental, basic task of writing letters, word, punctuation, and very brief sentence.

2. Intensive/controlled

   Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features.

3. Responsive

   Assessment task require learner to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraph.

4. Extensive

   Implies successful management of all the processes and strategies of writing for all purpose, up to the length of an essay, term paper, a mayor research, even and etc. writer focus on achieving a purpose, developing ideas, using details to support or illustrate ideas, demonstrating syntactic between each sentence and paragraph. [35]

   Based on the categories above, assessment writing in this research as type of writing performance extensive writing because has developing idea aspect, grammar aspect, sync aspect between each sentence and paragraph.

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[35] Douglas Brown, *Language Assesment: Principles and Classroom Practices* (New York: Longman.com, 2004).220

c. Narrative Text

Naarrative text is type of text which tells about imagination and consist of chronologys. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[36] Acording to Anderson a narrative is a text that tells a story, in doing so, entertains the audience.[37] The purpose of the text is to entertain and educate the reader.[38]

1. Generic Structure:[39]

    a. Orientation   : sets the scene and introduce the participant
    b. Complication : a crisis arises
    c. Resolution   : the crisis is resolved
    d. Re-orientation: Consist of closing remark to the story, moral lesson, advice or teaching from the writer. This part of the story is optional.

4. Using Pixton in Teaching Writing of Narrative Text

According Derrick the activities using comic as medium to learning English are following:[40]
a. Understanding visual symbols
    It is activity for students to understand the symbol. Students can discuss with friends and generate any

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[36] Gerot and Wignell, *Making Sense of Functional Grammar*, Edited by Berti Nurul Khajati edition, https://www.scribd.com/doc/259430763/Making-sense-of-functional-grammar-140816063126-phpapp02, accessed 13 Feb 2017.162
[37] M. Anderson and K. Anderson, *Text Type in English 1* (South Yarra: Macmillan Education Pty Ltd., 1998).3
[38] Priyono, Irjayanti, and Renitasari, *SCAFFOLDING English for Junior High School Students Grade VIII*.139
[39] *Ibid.*139
[40] Derrick, *Using Comics with ESL/EFL Students (TESL/TEFL)*, vol. XIV, no. 7 (2008), http://iteslj.org/Techniques/Derrick-UsingComics.html, accessed 13 Feb 2017.

vocabulary related to those symbols. After the activity, students will write the symbol into sentence.

b. Reading order in comics

This activity asks students to reading the comics. Students are practicing to recognize the organization of the text. They learn how events are written in such a sequence so that those events form a complete and coherent story.

c. Comic jigsaw

This is a quick activity that can be used to students, because the teacher separates the text on comics from the layout and the teacher asks students to suitable the separate text and panel. This is a good exercise to learn the generic structure of text.

d. Fill in the text

This is an activity where students must generate text based on pictures. The teacher provides with a set of comics with empty speech bubbles and asks students to writ text in the blank speech bubbles. This activity can be used to encourage use of new vocabulary or expressions.

e. Creating pictures

This activity is the opposite of the previous activity. Instead of creating text, students have to draw pictures to accompany text. The text can come from comics or can come from a book or even a poem. It is stimulating the students' in artistic creativity.

f. Putting panels in order

In this activity, students are given comic strip panels that have been cut apart, and they must work together to put them in order. This is a part of practicing the generic structure of text.

g. Creating comics

Creating comics asks the students to creatively brainstorm the events or story. After students reading the comics from teacher, they create their own comic.

In this study, the researcher using pixton to activity in comic jigsaw, fill in the text, putting panels in order,

and creating comic. These activities will implement to improve students writing narrative text.

5. Assessing Students Writing

Arthur Hughes in his book testing for a language teacher, there are two techniques in scoring students' achievement in English writing. Those are holistic scoring and analytical scoring.[41] However, the researcher using analytic scoring. Hughes states, "Analytic scoring is the scorings' method that needed some parts of number to represent the specific criteria to be analyzed."[42]

The score in this test will be based on Jacob et.al's scoring rubric cited from Hughes. There are five components of specification in this rubric: content, organization, vocabulary, language use, and mechanics. The table of scoring is showed below.

Table 2.1
The Writing's Scoring Profile Adapted from Jacob's et.al[43]

COMPOSITION PROFILE			
Students' name:			
Date:			
Topic:			
Score	Level	Criteria	Total Score
Content	30-27	Relevant to assigned topic, comprehensive detail	
	26-22	Mostly relevant to topic but lacks detail	
	21-17	In adequate development of topic	
	16-13	Not relevant to topic or not	

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[41] Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 2003). 100
[42] *Ibid.*94
[43] *Ibid.*104

		enough to evaluate	
Organization	20-18	Well organized, logical sequencing, cohesive	
	17-14	Loosely organized, incomplete but logical sequencing, choppy	
	13-10	Lacks logical sequencing and development, ideas disconnected	
	9-7	Does not communicate, no organization or not enough to evaluate	
Vocabulary	20-18	The chosen vocabularies are effective and appropriate in usage	
	17-14	The chosen vocabularies are good enough and meaningful but there are still occasional errors of words/idioms.	
	13-10	The chosen vocabulary has confusing meaning. There are frequent errors of words/idiom in usage	
	9-7	The chosen vocabulary is not related. There a little knowledge of English vocabulary	
Language use	25-22	A few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	17-11	Frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	10-5	Dominated by errors. The language use does not	

		communicate	
Mechanic	5	A few errors of spelling, punctuation, capitalization, paragraphing.	
	4	Occasional errors of spelling, punctuation, capitalization, paragraphing.	
	3	Frequent errors of spelling, punctuation, capitalization, paragraphing.	
	2	Dominated by errors of spelling, punctuation, capitalization, paragraphing	
Total=			

B. Previous Study

Some previous studies related to the title of this research. The first previous study is about *"Improving Students' Writing Skills through Comic Strips in Grade VIII of SMPN 1 Ngemplak."* The author is Yuliana Istiyani, Faculty of Language, and Arts English Education Department in UNY Yogyakarta. This research aimed at improving students' writing skills through comic strips in the eighth grade of SMPN 1 Ngemplak. The design was action research study. There were two kinds of data, namely quantitative and qualitative data. The quantitative data were obtained by conducting a pre–test at the beginning of the research and a post-test at the end measure the students' writing skills. Then, the qualitative data were obtained by conducting classroom observations and interviews. The quantitative data were analyzed by measuring the means and standard deviations of the students' writing scores.[44] The same aspect with this study were writing skill and comic medium. However, the differences with the researcher were the

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[44] Yuliana Istiyani, "IMPROVING STUDENTS' WRITING SKILLS THROUGH COMIC STRIPS IN GRADE VIII OF SMP N 1 NGEMPLAK", other (Universitas Negeri Yogyakarta, 2013), http://eprints.uny.ac.id/22771/, accessed 13 Nov 2016.

text type, the implementation of comic medium, and the design of research.

The second previous study is about "*The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text at SMPN 2 Tanggungarjo.*" The author is Farida Arroyani, Faculty of Tarbiyah English Department in IAIN Walisongo Semarang. The purpose of this study was to find out the effectiveness of using comic strip to improve students' reading comprehension skill of narrative text. The method used in this study was experimental research.[45] The differences were skill and implementation of comic medium. In this study, the writing narrative text was skill that will be used. For the implementation of comics, researcher and students make the comic by their self.

The third study was done by Yulia Ratnasari; this study did in 2014, entitled "*The Effectiveness of Using English Comic Strips in Teaching Writing of Narrative Text.*" The purpose of this study was to find out the effectiveness of using English comic strips in teaching writing of narrative text in the eighth grade of SMP Islam Al-Ikhlas. The method used in this study was a quasi-experimental research.[46] In this study used the same text type and medium, but the differences with the researcher were the using of comic implementation and activity in learning process. She was takes comics from the book. But in this study, researcher and students make the comics by their self. The other differences were the activity in learning process. She was asking students to retell or rewrite the story in the comic into a paragraph in English. In this study, the researcher using comic jigsaw, fill in the text, putting panels in order, and creating comic activity in the writing process.

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[45] Farida Arroyani, "The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text at SMPN 2 Tanggungarjo" (IAIN Walisongo, 2010), http://eprints.walisongo.ac.id/3403/, accessed 13 Nov 2016.

[46] Yulia Ratnasari, *The Effectiveness Of Using English Comics Strips In Teaching Writing Of Narrative Text; A Quasi-Experimental Research at the Eighth Grade Students of SMP Islam Al-Ikhlas in the Academic Year 2013/2014.* (2014), http://repository.uinjkt.ac.id/dspace/handle/123456789/24529, accessed 31 Oct 2016.

The fourth previous study is about *"Improving Students' Skills of Writing Short Version of Narrative Texts by Using Comic Strips for the Eleventh Grade of Science Class of MAN Yogyakarta 2".* The author is Kamalia Rifa Eliya, Faculty of Language, and Art English Education Department in UNY Yogyakarta. This research was aimed at improving students' skills of writing narrative texts for the eleventh-grade students of MAN Yogyakarta II. This design was an action research study that consisted of planning, action, observation, and reflection. The result of this study showed that the use of comic strips as a medium in the classroom improved students' skills of writing narrative texts.[47] The difference with the researcher was the implementation of the medium, object of research, and the design of research.

The fifth previous study is about "*Using Comic Strips to Improve the Eighth-Grade Students' Narrative Writing Ability in SMP Negeri 1 Pandak.*" The author is Afiyusma Harwiningsih, Faculty of Language, and Art English Education Study Program in UNY Yogyakarta. This research aimed to improve the eighth-grade students' narrative writing ability in SMP Negeri 1 Pandak. The research was conducted in Class VIII G. This study was an action research in nature. It was conducted in two cycles with two meetings in each cycle. The steps of the research were reconnaissance, planning, action and observation, and reflection.[48] This study has similar skill with the researcher that was writing skill. However, the difference with the researcher was the implementation of medium and the design of research.

The sixth previous study is "*The Use of Meme Comic as Media to Teach Spoof Text (An Experimental Research at the Eleventh-Grade Students of SMA Negeri 1 Kutowinangun,*

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[47] Rifa Eliya Kamalia, "IMPROVING STUDENTS' SKILLS OF WRITING SHORT VERSION OF NARRATIVE TEXTS BY USING COMIC STRIPS FOR THE ELEVENTH GRADE OF SCIENCE CLASS OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR OF 2012/2013", other (Universitas Negeri Yogyakarta, 2015), http://eprints.uny.ac.id/23959/, accessed 13 Nov 2016.

[48] Afiyusma Harwiningsih, "USING COMIC STRIPS TO IMPROVE THE EIGHTH GRADE STUDENTS' NARRATIVE WRITING ABILITY IN SMP NEGERI 1 PANDAK", other (Universitas Negeri Yogyakarta, 2014), http://eprints.uny.ac.id/17220/, accessed 13 Nov 2016.

Kebumen in the Academic Year of 2015/2016)". The author is Afrian Restu Utama, Faculty of Language, and arts English Department. Semarang State University. The purpose of the study was investigating any significant difference of students" achievement in writing spoof texts that were taught by using meme comic and the one who were taught by using pictures with an assumption that these media can help them to interpret the content of the course. The results of the study show that the use of "meme comic" as media gave a contribution to the teacher in teaching spoof texts. The data proved that there was a significant difference between the experimental and the control class achievement.[49] The differences were in the media, text type, and research design.

The seventh previous study is "*Using Comic Strips to Improve the Writing Learning Process of the Eighth-Grade Students of SMPN 2 Padangan, Bojonegoro.*" The author is Fauzi Fajar Kurnia, Faculty of Language, and Art English Education Study Program in UNY Yogyakarta. The aim was to improve the writing learning process of the eighth-grade students of SMPN 2 Padangan, Bojonegoro through comic strips in the academic year of 2014/2015. This study was an action research study. It was done in two cycles, from 14th of October to 24th of October 2014. The results of the research indicated that the use of comic strips effectively improved the students' learning process in writing recount texts. The strategy made a quite much improvement on the students' writing learning process in the aspects of participation, involvement, students' awareness, the level of noisiness, and confidence.[50] The similar with the researcher was media that used, that's comic. However, the differences were comic in that research takes from the book while in this research researcher makes

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[49] AFRIAN RESTU UTAMA, "THE USE OF MEME COMIC AS MEDIA TO TEACH SPOOF TEXT An Experimental Research at the Eleventh Grade Students of SMA Negeri 1 Kutowinangun, Kebumen in the Academic Year of 2015/2016", other (Universitas Negeri Semarang, 2016), http://lib.unnes.ac.id/23356/, accessed 13 Nov 2016.
[50] Fajar Kurnia Fauzi, "USING COMIC STRIPS TO IMPROVE THE WRITING LEARNING PROCESS OF THE EIGHTH GRADE STUDENTS OF SMPN 2 PADANGAN, BOJONEGORO IN THE ACADEMIC YEAR OF 2014/2015", other (Universitas Negeri Yogyakarta, 2015), http://eprints.uny.ac.id/17320/, accessed 31 Oct 2016.

comics by his self. Moreover, the object of the research was writing learning process but this study in writing ability. The last difference was research design.

The eighth previous study is "*The Use of Comic Strips as a Media in Teaching Writing at MTs. At-Taqwa, Lamongan.*" The author is Urifah from English Education Department faculty of Education and Teaching Training State Institute of Islamic Studies Sunan Ampel Surabaya. This study is about the use of comic strips as a media in teaching English writing. The objective of this study is to find out whether there is a significant difference in the writing ability among the eighth grade students of MTs. At-Taqwa Lamongan who were taught by using comic strips as a media and those who were taught by using worksheet (LKS) as the media.[51] The study was a quasi-experimental research with two classes, experimental and control classes. The similar with this study were comic as media and the research design. The differences were the comic, the activity and the text type. The first difference, she was taken comics from a newspaper. But in this study, the comic will create by the researcher and students from Pixton. The second difference, she was using retell or rewrite the story in the comic into a paragraph in English. In this study, the researcher using comic jigsaw, fill in the text, putting panels in order, and creating comic activity in the writing process. The last difference was text type. She was using recount text but the researcher using narrative text.

The last previous study is "*Brainstorming Skill in Teaching Reading by Student-teachers of English Teacher Education Department at SMKN 1 Surabaya.*" The author is Siti Musfiroh from English Teacher Education Department Faculty of Education and Teacher Training State Islamic University Sunan Ampel Surabaya. The purpose of this study was to know student teacher of English Teacher Educational Department uses the types of brainstorming activities and to

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[51] Urifah Urifah, "PENGGUNAAN STRIP COMIC SEBAGAI MEDIA DALAM PENGAJARAN MENULIS DI MTS. AT-TAQWA LAMONGAN", undergraduate (UIN Sunan Ampel Surabaya, 2013), http://digilib.uinsby.ac.id/11306/, accessed 31 Oct 2016.

know the brainstorming program in teaching reading skill.[52] The similar with this study was brainstorming as a strategy to improve students' ability. It's mean, pixton in this research used as a media of brainstorming by students. But, the differences were pixton medium, research design, and the skill.

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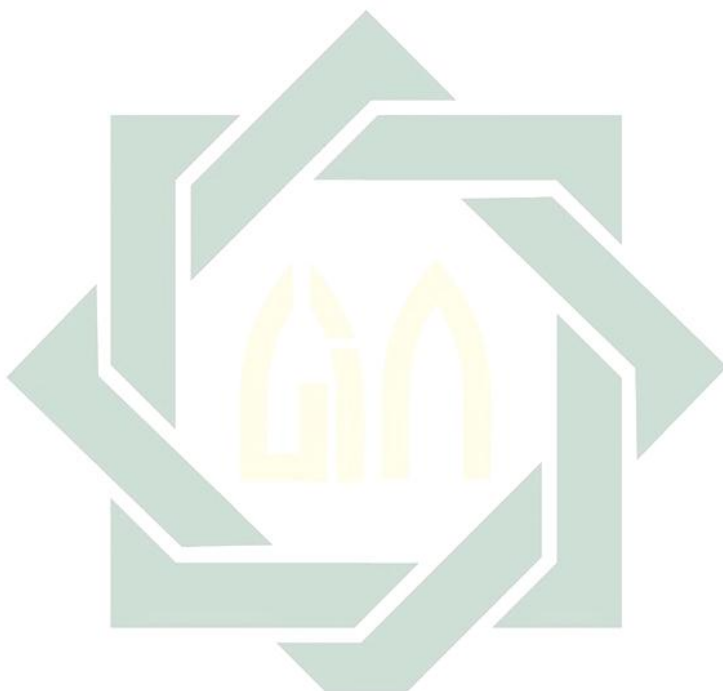
[52] Siti Musfiroh, "BRAINSTORMING SKILL IN TEACHING READING BY STUDENT-TEACHERS OF ENGLISH TEACHER EDUCATION DEPARTMENT AT SMKN 1 SURABAYA", undergraduate (UIN Sunan Ampel Surabaya, 2016), http://digilib.uinsby.ac.id/5775/, accessed 13 Nov 2016.