CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical frameworks that related to this study. This chapter covers to review of related literature that gives about the topic. This chapter includes some theories of Literacy, Comic, and previous study to support the study.

1.Literacy

A. Definition of Literacy

As with 'English', 'literacy' or 'being literate' is defined in a number of ways, and these definitions are continually evolving. The term 'literacy', for example, sometimes refers only to reading, sometimes to reading and writing and sometimes, more rarely, to reading, writing and speaking and listening. (Inglis and Aers 2008)'Most children learn to talk fairly easily. In contrast, learning to read and write is a laborious process. It is the ability to read and write which makes a person 'literate', with varying degrees of fluency.' The National Literacy Trust, however, includes reference to speaking and listening in its definition of literacy: 'We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.'

Many definitions of literacy focus on the ability to read and write at an appropriate level, eg (Blake and Hanley 1995) stated that 'The attribute of literacy is generally recognized as one of the key educational objectives of compulsory schooling. It refers to the ability to read and write to an appropriate level of

fluency.' There is, however, no commonly accepted definition of what 'an appropriate level', 'effectively' or 'well' mean: 'There is no universal standard of literacy' (Lawton and Gordon 1996).

The term 'functional literacy' seems to be an attempt to link literacy to purpose, and thus to some kind of level: Lawton and Gordon (1996) define functional literacy as 'the level of skill in reading and writing that any individual needs in order to cope with adult life'. They acknowledge, however, that this does not necessarily solve the problem of level, as 'it is clearly very difficult to arrive at a satisfactory definition of functional literacy', but go on to cite an incident in the USA where parents have prosecuted a school or school system for failing to provide a child at school-leaving age with 'functional literacy', an action which is premised on the view that functional literacy is a right of all pupils and the duty of schools to provide.

Critics of functional literacy, however, see it as too limited in intention and scope: 'Here, as in Third World contexts, the espoused goal of functional literacy has been overly utilitarian. The aim is to incorporate (marginal) adults into established economic and social values and practices. Functional literacy has been concerned as a means to an end' (Lankshear 1987)

(Hoggart 1998) echoed this view and argues that 'we have to adopt the slogan that literacy is not enough'. He stated that 'critical literacy' is important otherwise 'literacy becomes a way of subordinating great numbers of people' by making them susceptible to being 'conned by mass persuaders'. Morgan (1997) suggested that 'advocates of critical pedagogy define it as a theorised practice of

teaching that opposes the dominant ideologies, institutions and material conditions of society which maintain socioeconomic inequality'.

Goodwyn (2006), however, while recognizing that what he terms critical literacy together with genre theory 'were interesting developments that fore grounded the power of texts and genres and how these positioned' students, suggests that they have also made them 'suspicious of' and 'angry with' texts and 'displaced too many of the emotional avenues' that need to be explored.

B.   The Limitations of Utilitarian Definitions Of Literacy

In attempting to raise standards of literacy, there is a danger that policies can become too focused and practices too narrow and utilitarian: such embedded interpretations and the consequent pedagogical approaches can be difficult to shift, as these three examples, one from Australia, one from Singapore and one from Finland, suggest. (Edwards and Potts 2008) explored how an analysis of policy documents and reports in Australia indicates 'a move from a wide definition of literacy to an increasingly narrow and utilitarian definition, reflecting the predominantly economic focus of the Australian Commonwealth Government.' They identified in particular a shift away from 'language' and towards 'literacy', and using metaphor analysis, present the following representations of literacy:

- Literacy as skill Literacy as employment
- Literacy as levels or competences
- Literacy as morbidity.

The emphasis on skill means that 'possession of the tools or skills themselves becomes the primary focus, rather than how the individual person uses

the tools or skills' and they note that the 'identification of literacy as skill' resonates with international literacy documents of the time. Literacy as morbidity links literacy underachievement to poor behaviour and lack of well-being. This metaphor also implies 'the concept of a common diagnosis and treatment of the disease', rather than regarding literacy as something which is individuated. (Edwards and Potts 2008) noted that there are two views of literacy, a 'broad view held by many researchers and educators' and also a narrower view, 'bounded by a focus on the early years of school, assessment and accountability.' They sum up the evolved definition of literacy as 'indicating an increasing focus on the utilitarian and economic aspects of literacy rather than the cultural, moral or intellectual.'

In the introduction to the Singapore English Language Syllabus (2010), the emphasis is on the acquisition of language – as the title suggests. It is described as a 'Language Use Syllabus' and highlights 'effective communication' as a key aim. Another stated aim is for students to learn 'internationally acceptable English (standard English).' Literature is regarded as a means to this – part of the 'rich language environment' – alongside other 'information rich' texts.

The unintended consequences of this emphasis on the utilitarian are considered in a paper by (Albright and Kramer-Dah 2009), which reported on a project in secondary schools to develop 'English teachers' capacities to teach literature.' They found that it was difficult to introduce pedagogical changes because of what they called 'a palimpsest of cumulatively added prior policies sedimented in teachers' pedagogy', and 'quasi-official *phantom* policies formed at local level' (italics in original). Singapore has traditionally had an 'efficiency-

driven, profoundly transmissionist educational system, characterised by national high-stakes exams and streaming'. Since the 1990s, there has been a set of initiatives to 'shift Singapore from this to a talent-driven education which seeks to identify and develop the talents of each child to the maximum in order to prepare Singaporeans for effective participation in the knowledge economy.' However, this project revealed that previous policies and local pressures to deliver examination results and meet targets led to practices so deeply embedded that they presented an insurmountable obstacle to change.

C. **Literacy In The Digital Age**

The advance of technology has led to a proliferation of 'literacies' – and indeed the word 'literacy' is often used to mean being generally competent at / having a reasonable knowledge of something (eg assessment literacy).The following terms appear in the literature related to digital literacy:

1) Digital literacy / digital information literacy

2) Information literacy

3) Library literacy

4) Computer / information technology / electronic / electronic information literacy

5) Media literacy

6) Internet / web / network / hyper-literacy.

Newman (2008) argued: 'This area of study is greatly hampered by the many names and definitions used to describe information-seeking and evaluation using digital technologies'. He distinguished between 'information literacy for the digital age' and 'being literate at using a computer', considers a number of

definitions of 'digital literacy' and warns of being too specific in 'the (likely) event of new technologies appearing in the future'. In addition, Buckingham (2008) asserted: 'The increasing convergence of contemporary media means that we need to be addressing the skills and competencies – the multiple literacies – that are required by the whole range of contemporary forms of communication. Rather than simply adding media or digital literacy to the curriculum menu or hiving off information and communication technology into a separate school subject, we need a much broader reconceptualization of what we mean by literacy in a world that is increasingly dominated by electronic media.'

Becta (2010) summarized digital literacy as: 'the combination of skills, knowledge and understanding that young people need to learn in order to participate fully and safely in an unceasingly digital world.' They describe 'digital literacy' as a combination of:

1) functional technology skills

2) critical thinking

3) collaborative skills

4) social awareness

The term 'digital literacy' relates to:

1) the functional skills of knowing about and using digital technology effectively

2) the ability to analyse and evaluate digital information

3) knowing how to act sensibly, safely and appropriately online

2. Comic

A. Definition of Comic

Comics are cartoons that can reveal characters and play a very important role in a story, are closely related to images and are designed to provide entertainment to readers, especially students. Comics are a form of illustrated story, consisting of various situations in a serialized story, sometimes more humorous. Elementary school students aged 7-12 years are in the concrete operational period who are generally more interested in reading books with attractive, colorful pictures. Comic is one of the mass media that comes with various types.

According to (Bonneff 2008) there are several types for comics in Indonesia, namely as follows:

1) Puppet comics.

Wayang comics are one of the results of old traditions that come from various Hindu sources, after which they are processed and then enriched with local elements, some of which come from ancient Javanese literature, such as the Mahabharata and the Ramayana.

2) Martial arts comics.

Silat comics or commonly called pencak comics are martial arts techniques, just like karate from Japan, or kuntao from China. In this silat comic, there are many who take inspiration from martial arts and also folk legends

3) Humor Comic.

Humor comics, that is, every time in their appearance they will always tell funny things and make the reader laugh.Both to the characters who will usually be depicted with a funny or witty physique as well as to the themes raised and by utilizing many anecdotal aspects.

4) Teen romance comics.

Teen romance comics in Indonesian, the word romance itself when used alone always means a love story, while the word teenager is used to indicate that this comic is intended for young people, where one of the stories is of course romantic.

5) Didactic comics.

Didactic comics refer to comics with material about ideology, religious teachings, stories of the struggles of characters and other materials, didactics have material that has educational values for the readers. This type of comic has two functions, namely the function of entertainment and can also be used directly or indirectly for educational purposes.

The development of didactic comics requires elements in its development, so that it can fulfill the requirements of didactic comics as learning media. The elements that exist in developing comics as learning media are as follows:

1) Welcome page: The opening page consists of serial title, story title, credits (author, pencil drawing, ink, color filler), indicia (publisher description, time of publication, copyright holder)

2) Contents page: The content page consists of closed panels, open panels, word balloons, narration, sound effects, gang/gutter.

3) Comic cover: For comic covers, the publisher name, serial name, comic title, comic maker and volume number are usually listen

4) Splash pages: A welcome page, splash page or full page, usually without frames or panels. On this page you can also include the title, creator, story, and illustraton

5) Double-spread pages: Two full pages can be with a variety of panels. Usually to give the impression of "wow" or terrible or it needs to be displayed specifically so that the reader gets carried away.

B.   Comic as A Teaching Media

Learning media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn. Learning media as learning resources are components of the instructional system in addition to messages, people, background techniques and equipment. So that the main function of learning media is as a teaching aid that also influences the conditions and learning environment that is arranged and created by the teacher. the use of learning media at the learning achievement orientation stage greatly helps the effectiveness of the learning process and the delivery of learning message content.

According to (Sadiman et al. 2006) learning media serves to:

a) Clarify the message so as not to be too verbal.

b) Overcome the limitations of space, time, energy and senses.

c) Generating a passion for learning, more direct interaction between students and resources study.

d) Allows children to learn independently according to their visual talents and abilities, auditory& the kinesthetic.

e) Gives the same stimulus, equates the experience and gives rise to the same perception.

Comics as one of the two-dimensional learning media and including two-dimensional graphic media. Comics are defined as a form of cards that reveal characters and apply a story in a sequence that is closely related to the image and is designed to be able to provide readers, especially students. (Danaswari 2013)revealed that comics have several characteristics, namely as follows:

1) Making comics for drawing requires characters. Inner character comic, which is a description of something that will be explained in the comic.

2) Character facial expressions. When we determine the expression of the feelings of the character we make. For example, expressions depicted when smiling, sad, angry, annoyed, or surprised.

3) Word balloons, which are the main elements of every picture and word comic. They both describe each other. thus showing the dialogue between the characters.

4) The line of motion, that is, what is drawn will appear alive in the reader's imagination.

5) Setting, which can show the reader the context of the material presented in the comic.

6) Panels, namely as a sequence of each pictures or material and to maintain the continuation of the ongoing story.

3. Webtoon

A. Definition of Webtoon

Webtoon has many characteristics that are generally found around such as bookstores, ranging from a more free layout, colorful images, vertical reading methods that extend to the end of something. The term Webtoon itself comes from South Korea which began to appear in 2003. According to Koesno (2021) Webtoon is a new compound word formed from two words. Those are website and cartoon. Webtoon is also known as online comics. Meanwhile, based on Arifin (2015) Webtoon is a free digital platform (available on web and mobile Android and IOS) for comic creators both amateurs and professionals to showcase their best work to comics enthusiast around the world. From definitions above, it can conclude that Webtoon is a free digital platform and in this application there are many online comics and has some genre. It means that comics enthusiast can choose their favorite comic which are they want to read.

B. History of Webtoon

According Wikipedia, Webtoon was founded by Kim Jun-koo in 2004 in South Korea, under the name "Webtoon", after he witnessed the demise of the Manhwa industry in the late 10s and early 2000s. Kim who grew up reading Japanese manga and Korean superhero comics looked for ways to get new comics released because he found that there were very few new comics

released. Kim theorizes that tall, scrollable comics may work well on Waring Wera Wanua because users are used to scrolling through web pages.

C. Function of Webtoon

According to (Ratnasari 2018) "students got more interest in Webtoon rather than other medium to learn narrative text, so it can be concluded that the students are able to use Webtoon easily as a learning medium."

D. The Advantages of the Webtoon

There are several things that make Webtoon special than other digital comics. Firstly, Webtoon is displayed in full color rather than black and white comics in general because most offline comics are usually published in color. Finally, Webtoon has more gutters, space between comic panels, than any other ordinary comic (Raulan 2018).

3.   Previous study

The researcher takes previous related study as a comparison to this research. The title of the research is "The Effectiveness Of Webtoon To Develop Students' Writing Skill In Narrative Text Of Tenth Grader In Smk Pgri 13 Surabaya**".** In this research, the researcher focused on writing narrative text for tenth grader students of SMK PGRI 13 Surabaya. The medium that is used in this research is webtoon. It is kind of comic series which has picture and narration so it can be make the students learn how to write narrative text easier. The purpose of this research is to find out the effectiveness of webtoon in developing students' writing skill in narrative text. The researcher used quantitative method and the

data were collected through pre-test, post-test, and questionnaire. The researcher used two classes, experimental class and control class to do this research. After the data were collected and calculated, the result showed that the average of score got an increasing. Before getting treatment, the average score of experimental class was 55 and after getting treatment, the average score was becoming 69. Furthermore, based on the students' response, it showed that mostly the students agreed that webtoon is useful to use in learning English, especially writing skill so webtoon can be effective to develop students' writing skill in narrative text.

The second previous research is "The Effect Of Using Comic Media On The Science Literature Ability Of Students". This study aimed to determine the effect of comic media on the scientific literacy skills of students in class IV and to determine the response of students to the use of comic media in classroom learning. The method used in this study is a quasi-experimental method. The research design used was the Nonequivalent Groups Pretest-Posttest Design. The research design consisted of two groups (control class and experimental class), each of which was given a pretest and posttest. The population in this study were students at SD NegeriCilaja and SD NegeriLigarmanah, while the sample was taken from two groups, namely class IV SD NegeriCilaja as the experimental group and class IV SD NegeriLigarmanah as the control class. Data collection was obtained through description questions in the form of pretest and posttest, as well as statements in the form of a Likert scale questionnaire. The data analysis technique used was quantitative data using Minitab 18.0 software for Windows and Microsoft Excel. In the results of this study, there were changes in the pretest

and posttest scores of the experimental class that had increased, at the pretest the mean score of students was 27.75, while in the posttest the average score of students was 40.15. Whereas in the control class the average score of the posttest students was only 34.45. This is reinforced by the results of the N-Gain calculation from the experimental class and the control class which show that the average increase in the experimental class and the control class has a different increase. The experimental class who received learning using comic media had an increase of 38.8% with a moderate increase category. Meanwhile, the control class who received regular learning had an increase of 20.6% with a low increase category. The questionnaire data analysis showed that students gave a positive response to science learning using comic media with an average score of 3.80. In the test results of the difference between the two mean posttest data using the Two Sample T 'test, there is a significant difference between the experimental class and the control class with a significant level of <0.05, it can be concluded that there is an effect of comic media on the scientific literacy abilities of class students. Experiments using comic media have a significantly higher increase compared to the control class with ordinary learning.

Last one is a thesis entitled "*The Effectiveness Of Using Webtoon Towards Writing Narrative Text On X Accounting Class At Vocational High School 1 Jambi City*" by Kristiani (2022) The objective of the research is to obtain evidence about the effectiveness of using Webtoon Towards Writing Narrative Text on X Accounting at Vocational High School 1 Jambi city. The researcher has done the research while Covid-19 and did this research face to face with students. The researcher used an experimental design to know effect of the variable research. An

experimental design is the conventional approach to conducting quantitative research. In this research, there are two variables, dependent variable and independent variable. Dependent variable is Narrative text and independent variable is Webtoon. Population of this research is students of X Accounting at Vocational High School 1 Jambi city and sample of this research is X Accounting 1 and X Accounting 2. Instrument of this research was use a test. The data was calculating used T-test formula. The result of this research showed that T-test was higher than T-table (6,39 > 1,66). It could be concluded that Webtoon has a good effect in teaching writing narrative text at X accounting class on Vocational High School 1 Jambi city. For students, should be certain to allow their supposition in learning prepare, also for English teacher, could use online comic like Webtoon or etc to be learning media in teaching. And the last for other researchers, The researcher trusts that this finding can offer assistance or be the beginning of the investigation to other researchers.