

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some relevant theories which support the understanding of the problem formulated in Chapter I and conceptual framework focusing on the solutions of developing comic strips as learning media in teaching English.

A. Learning Media

This part discusses some topic related to learning media. They are definition of learning, definition of media, definition of learning media, and the function of learning media.

1. The Definition of Learning

Learning is the implementation learning and acquiring knowledge from what has been learned. Learning is the most important activity in human life. Learning occurs in every condition, not only in class. For example is in family and society. Learning is not only purely as an effort to respond a stimulus but learning is done through various activities such as experiencing, observing, working, and understanding through the process. In learning, individuals sharpen cognitive, affective and psychomotor. With the learning, the ability of cognitive, affective and psychomotor will increase.

2. Definition of media

According to Arief S. Sadiman said that media is all the Physical tools that can present the messages and can stimulate students to learn. Media is a form of communication both printed and audio-visual with all the equipment.²

According to Wina Sanjaya, media including people, materials, equipment or activities that create the conditions that allow students to acquire knowledge, skills and attitudes. A more specific sense of media in the learning process tends to be interpreted as graphics tools, photographic, or electronic to capture, process, and reconstitute the visual or verbal information.³

3. Definition of learning media

Learning media is a tool used by teachers as media to deliver the material. The use of varied and appropriate learning media can overcome the passive attitude of the students. According to Musfiqon, learning media is a tool that serves to explain the difficult material described verbally.⁴

According to Azhar Arsyad said learning media includes tools that physically used to deliver the content of the material, among

²Arief S.Sadiman, *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: Rajawali Press,2009), 6.

³Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2009), 163.

⁴Musfiqon, *Pengembangan Media dan Sumber Pembelajaran*. (Jakarta: PT Prestasi Pustakarya, 2012), 28.

other books, tape recorders, cassettes, video camera, video recorder, film slides, photographs, pictures, graphics, televisions, and computers. Based on the opinion above we can conclude that learning media is a tools used to deliver the contents of subject matter from the overall learning program that is difficult to explain verbally.⁵

4. The function of learning media

The main function of learning media is as a teaching aid that also affects climate, conditions, and learning environment organized and created by teachers.⁶

According to Arief S. Sadiman the function of learning media are as follows:⁷

- a. Clarifying the message presentation that is not too be verbalistic
- b. Overcoming the limitations of space, time, and power senses.
- c. Use varied and appropriate learning media can overcome the passive attitude of students.
- d. Give a stimulant, experiences, and perceptions of the same on a material to students who have a diversity of individuals.

⁵Azhar Arsyad, *Media Pembelajaran*. (Jakarta: Rajawali Press, 2011) 4.

⁶Ibid, 15.

⁷Arief S.Sadiman, *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*, 17.

Sudjana and Rivai suggests the benefits of learning media in the process of student learning, are: ⁸

- a. Learning materials will be quite clear so it can be understood by the students, and allow students to be better in mastering the purpose of learning.
- b. Learning methods will be more varied, not just on the verbal communication through the narrative by the teacher, so that students do not feel bored and teachers will not run out of power, especially when teachers teach in every hour lesson
- c. Students can follow a learning activities, because students are not only listening the explanation from teachers, but also other activities such as observing, perform, demonstrate and others.
- d. Teaching will more attractive for students so it can motivate the students to learn.

⁸NanaSudjana dan Ahmad Rivai, *Media Pengajaran (Penggunaan dan Pembuatannya)*. (Bandung: Sinar Baru Algensindo Offset, 2010), 10.

According to Arief S. Sadiman, in this case the learning media is useful for:⁹

- a. Stimulating learning
- b. Allowing more direct interaction between students with the environment and reality.
- c. Allowing the students to learn on their own ability according to their interest.

B. Curriculum 2013

This part discusses topic related to curriculum13. They are definition of Curriculum13.

1. Definition of Curriculum 2013

There are many definitions of the curriculum. Definition of submitted by Saylor and Alexander Hilda Taba in line with the opinion that "a curriculum is a plan for learning". While Othanel B. Smith, W.O.N. Stanley, and J. Harlan Shores looked at the curriculum as "a sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting".¹⁰B. Othanel Smith et al. Meanwhile, according to David Pratt in "Curriculum Design and

⁹Arief S.Sadiman, *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*, 17-18.

¹⁰F. Michael Connelly dan D. Jean Clandinin, *Teacher as Curriculum Planners*, (Amsterdam Vanue: Teacher College Press, 1988), 5.

Development", define: a curriculum is a set of formal organized educational and or training intention.¹¹

According to Mimin Haryati, curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives.¹²

Curriculum 2013 has the objective to encourage learners or students, to better observations, ask questions, reason, and communicate (present) what they earn or they know after receiving the subject. Implementation of curriculum 2013 is part of the continuing development of *Kurikulum berbasis kompetensi* (KBK) which was started in 2004.

Competencies include attitudes, knowledge, and skills in an integrated manner, as mandated by *UU 20 tahun 2003* on National Education System in the explanation of *pasal 35*, in which the competence of graduates qualified in the ability of graduates includes attitudes, knowledge, and skills in accordance with national standards that have been agreed.¹³ Exposure is part of the public test Curriculum 2013, which is expected to capture opinions and feedback from the public.

¹¹David Pratt, *Curriculum Design and Development*, (New York: Harcourt Brace Javanovich Publishers, 1980), 4.

¹²Mimin Haryati, *Model dan Teknik Penilaian pada Tingkat Satuan Pendidikan*, (Jakarta: Gaung Persada Press, 2008), 1.

¹³Undang-undang Nomor 20 Tahun 2003, Sistem Pendidikan Nasional, Pasal 35, ayat (1).

C. Comic Strips

This part discusses some topic related to comic strips. They are definition of comic, differences between comic strips books and comic strips, components of comic strips, and benefits of comic strips.

1. Definition of Comic

McCloud 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.¹⁴

In the words of Gene Yang, 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.¹⁵

Within the descriptions mentioned above, the intent is essentially the same. Gavigan & Tomasevich 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

¹⁴S. McCloud, *Understanding Comics: The Invisible Art* (New York: HarperCollins Publishers, 1993), 9.

¹⁵Yang, G. 2008. Graphic Novels in the Classroom. *ProQuest Education Journal*, Vol. III, No. 85, January 2008. http://www.ecu.edu/cs-lib/trc/upload/Gene_Yang_article.pdf. Accessed on 25 February, 2016.

humorous, mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.¹⁶

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, comic strips are short-form 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.



Picture 2.1
Peanuts Comic Strips by Charlez Schultz

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

¹⁶ K. W. Gavigan, & M. Tomasevich, *Connecting Comics to Curriculum: Strategies for Grades 6-12* (Santa Barbara: ABC-CLIO, LLC, 2011), 6.

the shelves in most book stores. These can be found online these days as well.¹⁷

The followings are four differences between comic strips and comic books explored by Duncan & J.Smith in terms of art form perspective.¹⁸

Table 2.1
Differences Comic Strips and Comic Books

No.	ComicStrips	ComicBook
1.	Very few panels	ManyPanels
2.	The panel is the only unit of encapsulation.	Units of encapsulation include the page; the two page spread and inset panels.
3	Layout is normally rigid.	Layout can be creative.
4.	Composition is usuallysimple.	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

¹⁷K. W. Gavigan, & M. Tomasevich, *Connecting Comics to Curriculum*, 9.

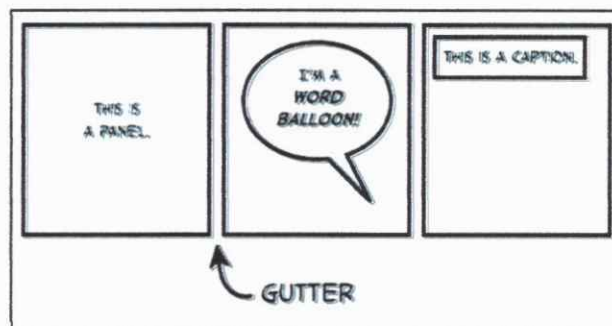
¹⁸ R .Duncan and M.J. Smith, *The Power of Comics: History, Form & Culture* (New York: The Continuum International Publishing Group Inc, 2009), 6.

books have a greater variety of units of encapsulation than comic strips, including the panel, the page, the spread and inset panels. They also have more sophisticated layouts and compositions.

3. Components of comic strips

Basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters.¹⁹

Panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.



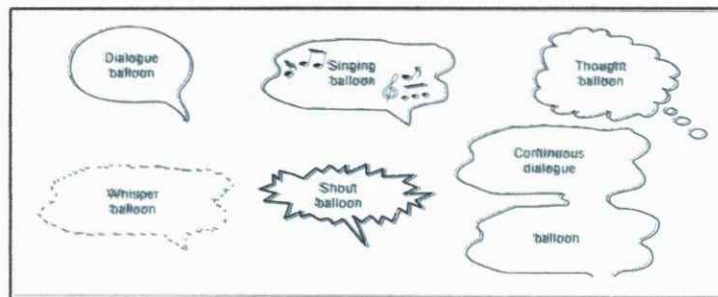
Picture 2.2
Comic Strips Components

The second element is lettering. It is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue

¹⁹N.Yomtov, *How to Write a Comic Book* (Ann Arbor: Cherry Lake Publishing, 2014), 5.

lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.

The third one is balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Meanwhile, a thought balloon is a bordered shape containing a character's unspoken thoughts. Frequently, thought balloons have cloudlike borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods.

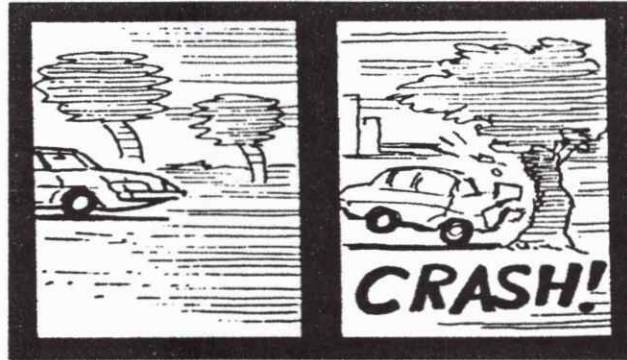


Picture 2.3
Sample Balloon Designs

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

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

lonely room). It is because overuse of them may distract the reader.



Picture 2.4
Example of a Sound Effect

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

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

4. Benefits of Comic Strips

There are several advantages of using comic strips as media in learning speaking. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated by Carry, 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.²⁰

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 explains that if a word, expression, or concept is accompanied by a picture, the learner will memorize and recall it more easily.²¹

Besides comprehension and vocabulary, Csabay 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.²²

²⁰ S. Cary, *Going Graphic: Comics at Work in the Multilingual Classroom* (Portsmouth: Heinemann, 2004), 58.

²¹ N. Csabay, "Using Comic Strips in Language Classes", *The Internet ETF Journal*. No.1. http://americanenglish.state.gov/files/ae/resource_files/06-44-1-f.pdf. Accessed on 29 December, 2016.

²² *Ibid.*

Gorman, Krashen, and Lyga as cited in Gavigan and Tomasevich 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.²³

Csabay additionally emphasizes that colour 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.

D. Review of Related Studies

There have been a growing number of studies in recent years about the value of comics as educational media. Yang states that comic is a powerful educational tool. When he questioned his students why comic lectures were so effective, two strengths of the comics as educational tools emerged. First, they are visual and the students love visual media so they are immersed in them. Second, in contrast to other visual media like films and animations, comics are permanent.²⁴ As we know, language and actions in film and animation are on screen one minute and gone the next,

²³K. W. Gavigan, & M. Tomasevich, *Connecting Comics to Curriculum*, 5.

²⁴G. Yang, "Graphic Novels in the Classroom", *ProQuest Education Journal*, Vol. III, No. 85, January 2008. http://www.ecu.edu/cs-lib/trc/upload/Gene_Yang_article.pdf. Accessed on 25 February, 2016.

while in comics, time progresses only as quickly as the reader's eyes move across the page. It can be said that the rate of information-transfer is in the reader's control. Next, Cary's study proposes that images found in comics were beneficial to English language learners. They support texts and give them significant contextual clues to word meanings. Comics also include authentic dialogues that can help English language learners comprehend everyday English.²⁵

E. Conceptual Framework

Learning Media is a very important aspect of learning. In learning process, it is important for the teacher to facilitate the students using media which are appropriate with the activity in order to achieve the objectives in language learning process.

One of the media is a comic strip. Comic strips will help students to aid comprehension, memorize and recall words, and increase engagement and motivation. Based on the advantages offered by comic strips as instructional media in the English teaching and learning process, the researcher believes that the developing of comic strips can help the student on second grade of senior high school.

²⁵ S. Cary, *Going Graphic: Comics at Work in the Multilingual Classroom* (Portsmouth: Heinemann, 2004), 58.