

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted to review the literature of the present study. The review comprise the nature of speaking, the importance of speaking, teaching speaking, retelling story, media, and the general description of Webtoon comic.

A. The Nature of Speaking

Speaking is interactive process of constructing meaning that involves, producing revising, and processing of information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose of the speaking.

Beside that according to Richards et al (2002:201), speaking is oral-language and complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. When we use casual conversation, for example our purpose maybe to make social purpose or to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.

The different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participant involved and their specific roles and relationship, and the kind of activity the speaker are involved in it.

The nature of speaking itself is the act of expressing thought, ideas, and feeling by using audible symbol of visible bodily action. So that we can expect listener to understand the meaning of message that requires different ability, such as ability to pronoun the words, ability to organize the word into phrases or sentence, ability to choose

the words related to the topic, and ability to convey the content of messages Weir & cryl, (1990:73).

The linguistic, socio cultural and discourse competences needs to ensure better oral communication include the following areas, all of which part of discourse knowledge:

1. Knowing the vocabulary relevant to the situation.
2. Ability to use discourse connectors well.
3. Ability to use suitable “opening phrase”.
4. Ability to comprehend and use reduced forms (reducing vowel, sounds is particularly important in English).
5. Knowing the syntax for producing the basic clauses in the language.
6. Ability to use the basic intonation or tone pattern of the language.
7. Ability to use proper rhytem and stress in the language and to make proper pauses.

B. The Importance of Speaking

It is also important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterance or phrases. Quite on the contrary, the development of speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary, fluency, and interactive communication.

C. Retelling Story

A number of experts has clarified the definition of retelling. Stoicovy (2004) states that retelling is a process of re-memorizing what we listened to and read. Morrow (1989) defines retelling as " post reading or post listening recalls in which readers or listeners

tell what they remember either orally or in writing". Reem (2013) states that retelling is redoing or reconstructing something. This leads us to say that it is a sophisticated activity that requires the reteller to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that keeps up the meaning and the theme. In other words, it is expressing an experience that the reteller has passed in a personal form and his/her own understanding and opinion to the core matter.

Retelling story can play an important role in performance-based assessment of speaking. It prepares students for real-life tasks such as selecting, organizing, and conveying essential. Retelling story as a component of authentic assessment can be introduced when the students demonstrate proficiency in identifying key story elements. The students need to be aware that the purpose of the story retelling is to obtain assessment data for self and teacher evaluation. Story retelling has also proven to be an appropriate comprehension measure for the students with varying learning abilities. Retelling is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students. General inquiries provide more opportunity for children to express everything that they remember, which may be more than they are able to do when specific questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read.

D. Media

1. Definition of Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others.

Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching.

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2001:134) that “as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.”

According to Gerlach and Elly (1980:241), a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. In addition, Brown (1977: 2-3), defines media as the tools or the physical things used by a teacher to facilitate the instruction.

From the definitions above, the writer makes a conclusion that media are the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

The teachers’ creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in a teaching-learning process. Gerlach and Elly (1980:297) classify media in six general categories:

a. Picture

Picture consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.

b. Audio Recording

Recording is made on magnetic tape, discs, motion picture, and soundtrack.

These are reproductions of actual event or sound track.

c. Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

d. Television

This category includes all types of Audio Video electronic distribution systems; which eventually appear on television monitor.

e. Real things, simulation and model

This category includes people, events, objects and imitation of real things.

Imitation of real things can be used as a substitution for the actual objects or event. They are, in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can be used for simulation. A model is replication or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

f. Program and computer-assisted instruction.

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

From the categories above, not all of them can be applied in the classroom.

According to Gerlach and Elly (1980:254), to select the appropriate media, the

teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills.

Furthermore, according to Brown et al (1977), there are six principles of media selection:

1. Content

Do the media (i.e. comic book) have significant relation with the lesson?

The choice of certain media must be conformed to the lesson (message) that will be given to the students.

2. Purposes

The use of the visual aids should contribute to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process.

3. Price

Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

4. Circumstance of use

In choosing a visual aid, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether the aid would function effectively in that environment.

5. Learner's verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested are similar to the students whom he/she teaches.

6. Validation

A teacher must think whether there are data providing that the students learnt accurately through the use of aid.

From the explanation above, it should be better if the teacher follows all the principles, so that the teaching and learning process can run normally and the goal of the teaching-learning process can be reached.

1. Roles of Media in a Teaching-Learning Process

The use of media in a teaching-learning process is very important. Locatis and Atkinson (1984) give a brief explanation on the roles of media or instructional media as follows:

1. To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies, dramas, and sporting events in television.

2. To inform

The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.

3. To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing. From a state of poor performance to a state of competence. It includes motion pictures, slides, film strips record and audiotapes.

E. Comics

1. Definition of Comics

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. According to Scott McCloud in his book *Understanding Comics* (1993), comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons.

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called "*manga*" when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. "Comics" in the UK are most likely to be a reference to comic books the term "comic book" only became popular in the UK as a reference to import US comic books.

comic is term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist makes some of them serious, mysterious, and adventurous.” Generally, there are several categories of comics such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoons, fun and humor, love, interest, and retold classics.

Hornby (1987:168) states that comic is books or magazines containing stories etc. in the form of drawing

From the various definitions above, it can be concluded that comic is an art work which has sequence of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

2. Strengths of Comic in Education

Strengths of comics in education can be described as follows:

a. Motivating

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English. Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification

of the main parts of human body can be studied and understood fast with the use of cartoon comics

b. Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics' picture emphasizes the potential of visual medium. In a study comparing comics to text, found that comics' visual quality increases learning.

c. Intermediary

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success.

3. Comic Books

There are two common forms of comic. They are comic strips and comic books. According to Gavigan and Tomasevich (2011:9), 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. They are also known as manga when referring to Japanese comic books. Manga are very popular with large numbers of readers all over the world. In Indonesia, we can find dozens of manga lining the shelves in most book stores. These can be found online these days as well.

Unlike comic books, comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. As we know, not every moment of a story is presented in comics. Only the prime moments are captured. This is called encapsulation. In comic strips, generally the

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

4. Components of A Comic Books

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 (Yomtov, 2014: 5).

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.

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 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.

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.

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 colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect

5. Webtoon

Webtoon is another kind of visual entertainment which is increasingly popular among the young generation. Presented as comic strip, Webtoon series is composed of predominantly visual elements interspersed with verbal text. According to Djiwandono (2018), Webtoon could affect the way young generation read and printed ideas.

Webtoon is combination of web and cartoon, and was coined in Korea

to refer to web comics. At first, many different terms were used to refer to these digital comics published on website in Korea. One example is Webmic (a compound of “web” and “comics”), which soon lost out to Webtoon (a compound of “web” and “cartoon”; Song Yosep 123). In 2000, a Korean web portal managed by Ch’ollian had just created a new site for internet comics named “Webtoon,” but most of the comics appearing on this site followed conventional print formats; they continued to use page layouts modeled on printed pages. Webtoon was also briefly used to refer to flash animation, but that meaning soon disappeared (Pak Sohwan 128). Before long Webtoon became the standard term for comics that are created and consumed on the internet in Korea.

Among many differences between print and web comics, the most significant is the Webtoons vertical layout. Before vertical layout Webtoons, comics’ creators who published their works on internet portal site such as N4 and Comics Today (K’omiksu t’sudei) in 1999-2000 created horizontal pages that were designed to fit landscape layout of a page of conventional comics’ format at the time (Pak Inha 69-70). Once the vertical layout appeared, it was quickly adopted by many artists and now dominates Webtoon format. The first Korean webcomics that used this form was Sim Sunghyon’s *Pape and Papos Memories*, serialized on a group blog page on Daum, a Korean web portal, in 2002 (Pak Inha 68). It used a vertical layout, and readers could use the scroll wheel on a mouse to read it. The comic that triggered the popularity of this vertical layout format was *Sunjong manwha* (A romance comic), created by well-known Webtoon artist, Kang P’ul, and serialized on the Daum portal following year, 2003.

6. *How to Operate the Webtoon*

To operate the Webtoon, the researcher has two ways, as follows:

- a. Students need to be go to homepage of the google and type in search engine with the key “Webtoon”, after that students’ will find out the link of Webtoon, click that and type the title of Webtoon that students want to read in a search engine box of the Webtoon. Finally, the students will find the story that they want to read.
- b. The students had to download “Webtoon” application from playstore and install it to the students’ smartphone or computer. After the Webtoon has already installed, the students must open it and students will find many stories in there.

7. *Using Comics to Retell Story Fluently*

Story retelling is not as easy as people imagine. The students will meet some difficulties in giving information if they do not have any ability in conveying an idea or a topic. Retelling story in their own language is easier than retelling story in English. Retelling story in English is really difficult for them. They have some difficulties, i.e. they might have limited vocabulary items and they might have poor ability in pronunciation.

As the person who manages the classroom activity, a teacher may use comics as the media to meet a specific instructional need. Through comics as a medium, the teacher can motivate the students to learn story retelling in more enjoyable and interesting ways. The students can enrich their new vocabulary and will know more about the structures. They will get new atmosphere in learning retelling story.

Consequently, in daily activities the students have to practice their oral speaking in class using comics, in group or individually.

Furthermore, the writer concludes that teaching story retelling using comics can follow the following steps: before the teacher gives a certain comic to students, it is better for him/her to give brief explanation by telling the title. Then the teacher distributes the comics to each student to read, and ask them to read two or three times. After that, they retell the same story in different ways. When they have finished retelling it to their partners, the teacher will ask them to come forward one by one to retell it. He/she will record the students' voice, and then the students' score based on their pronunciation, grammar, fluency and content in retelling story.

8. The Implementation of Comic Books in Teaching Speaking

Csabay (2006) offers four speaking activities using comic. First, the students are given comic strip books that have been cut apart and they are asked to work either individually or in groups to put them into the proper sequence to tell the story in spoken form. For a more challenging activity, the teacher can give a different panel to each student in a group. After that, the students take turns to describe to the rest of the groups what is on their panels. They are prohibited to show their panels to others until they have arrived at an order.

Second, in a variation from the first activity, the teacher separates the speech or thought bubbles from the comic books, hands out copies of comic books and the bubbles to the students. Their task is to figure out the proper order of the speech or thoughts bubbles. Once they have finished, they tell the story to their friends.

Third, the teacher gives a comic books from which the last panel is cut out to the students. Then the students have to think of an ending and continue the story in

spoken mode. Depending on the students' needs, this activity can be organized as either an individual or a group activity. A follow-up for this exercise could be that the students act out their stories in class. After that, they could continue it as a role-play activity.

Fourth, the students work together to complete some missing information in a written story based on a comic given to them. The first thing the groups should do is discussing what might be missing from the text. After getting a comic version of the text from the teacher, they must fill in the blanks in the written story by describing what they see in the pictures. Like the previous one, the students can act it out and continue the story as a role-play later.