

## **CHAPTER II REVIEW OF RELATED LITERATURE**

In this chapter, some theories related to the research are described. The theories focus on four parts. Those are Comic Strip, writing, descriptive text and relevant previous studies.

### **A. Comic Strip**

#### **1. The Definition of Comic Strip**

Comic is defined as a collection of various illustrated stories consisting of one or more titles. Meanwhile, comic strip is part of comics, which are a series of pictures in a box that tell about one type of theme (Handayani, F., et al. 2020:160).

Daryanto (2010) said that comic is an image created to entertain readers by displaying characters and telling stories related to images. Comic strip as a means of creative expression by displaying an arrangement of images that are interconnected (Will Eisner. 1985:5). Comic strip is compositions of images sequenced with the aim of conveying information and visual responses.

According to Davids (1990:64) cited in (Manik, S., et al. 2022:492) comic is a type of story in a series of pictures designed to give pleasure to the reader. The comic strip contains short and interesting follow-up stories. The placement of the picture boxes is adjusted to the size and tempo of the description by showing dialogue between characters, so that the comic strips that are presented can give a positive impression to the reader.

## **2. Advantages and Disadvantages of Comic Strip**

Not much different from other media, Comic strip as learning medium also has several advantages that can be felt by teachers and students. According to Widiseti (2013) comic strip makes it easy for teachers to convey material in class during the learning process and for students, comic strips makes it easy to receive material and it can increase their enthusiasm in learning to write descriptive text. So that learning outcomes are more effective through the use of Comic strip.

According to Rangur, Z, A., & Fatima (2022:27) Comic strip has the following advantages as learning media in the classroom:

1. Make it easier for students to understand the content according to the topics in the comic strip.
2. Help students develop writing ideas, especially descriptive text.
3. Assist students in improving the arrangement of ideas based on the sequence of events in the comic strip.
4. Increase students' motivation to learn English in class with a fun way.

Based on the assumptions of Morrison, Bryan, and Chilcoat (2002:59), comic strip has strong reasons as learning media as follows:

1. Comic is medium that is familiar to students at the Junior High School, Senior High School and Vocational High School levels.
2. Comic can increase student literacy in writing because it is one of the popular and easily accessible media.
3. Students can analyze dialogue, concise vocabulary and non-verbal communication.

4. Comic strip helps liven up the teaching and learning atmosphere in a comfortable classroom and avoid student boredom.

Not only advantages, comic strip also has disadvantages for learning media in the classroom. The disadvantages of comic strip is as follows: requires a fast internet connection, takes a lot of time to make it because it requires high imagination.

## **B. Writing**

### **1. The Definition of Writing**

In English, writing is one of the skills that students need to learn because it is a productive or active skill apart from speaking. Harmer, J (2007:265) writing is the real skill that makes students have to produce the language themselves with some things that are more active. Dwifajrin, G., & Pamungkas, M (2020:624) by writing, students can express themselves so that writing will be a fun activity. Writing can be used to share a message to the object to the reader.

Good writing is when students are able to pay attention to aspects in it, such as punctuation, organization, spelling that can affect writing (Dwifajrin, G., & Pamungkas, M. 2020:624). Warda., et all. (2019:17) stated that students must also understand good structure and grammar. Brown (2001:335) adds that writing products are the result of thinking that requires special skills. Writing focuses on students how to find ideas, how to arrange coherent paragraphs, how to place meaning cohesively, how to organize texts so that the meaning is clear, how to edit the text correctly and how to formulate the final product.

## **2. Steps in Writing Process**

According to Richards and Renandya (2002:315) the writing process consists of 4 stages, namely planning, drafting, revising and editing.

### **A. Planning**

Planning is an early activity in the classroom where students plan detailed notes about what they will write (Richards and Renandya, 2002:316). In this case, students must pay attention to the purpose of writing and are intended to think about the reader who will read the text. In writing descriptive text, students are given an explanation first about the descriptive text, then they are given a topic to describe.

### **B. Drafting**

After being given an explanation about the topic to be developed, then, students are directed to organize ideas using grammar, punctuation and spelling. Richards and Renandya (2002:317) said that at the drafting stage, students focus on smooth, neat writing.

### **C. Revising**

In revision activities, students can be asked to exchange their work with friends or directly given feedback by the teacher. According to Richards and Renandya (2002:317) students review the responses or feedback from teachers or friends about what mistakes are in their writing. Students must check what is not right so that they can communicate writing that can be accepted by the reader.

#### D. Editing

In this step, students edit the wrong sentence with the help that has been given from the teacher or other friends. This can take the form of deleting, adding or changing sentence structure. In addition, students also pay attention to changes that occur in punctuation, quotes, spelling, grammar (Richards and Renandya, 2002:318).

### **3. Teaching Writing in Senior High School**

Teaching can be said as a difficult job, but teaching is a job that is needed because it can bring benefits to students, as teachers transfer their knowledge to see the progress and knowledge of students (Harmer, J. 2007:23). Teaching can help people find out what they don't know.

In Senior High School, English is a foreign language that must be taught by teachers. Setiyadi (2006) stated that English is a foreign language for students in Indonesia. However, without realizing it, many students have not applied English in their daily lives, such as talking to family members, talking to peers or simply replacing cell phone features with English rules.

In this study, the researcher focuses on the type of descriptive text. Descriptive text was chosen because it is considered as text used to describe objects. In this case, students are asked to identify and describe objects according to the given topic using learning media.

Furthermore, the age range of Senior High School students is 15-18 years, high school students are considered as teenagers who are vulnerable to the age of growth,

self-awareness, confusion and unstable changes of mind (Brown. 2001:91). Therefore, teachers must know the plans in the teaching and learning process and prepare strategies so that students can develop their writing skills.

## **C. Descriptive Text**

### **1. The Definition of Descriptive Text**

Etymologically, description comes from the word describe, it can also be interpreted by describing objects, illustrating objects to make them look visual. For example, describing people, animals, houses, places, fruits and others. Sihombing, P, S, R (2016:47) stated that descriptive text is a way to give an impression to the reader through the sense of sight, touch, sound, smell and taste. The genre used by students is description to explain a positive impression for the reader. Zulaikah., Agustina., Muklas. (2018:17) In writing a descriptive text, students must at least know what they are going to write, for example, they want to describe a place, what kind of place you are looking for, it could be a beach, a historical place or a place of entertainment. Before writing, students must first look at the place that will be described and arrange the concept, this is to avoid the difficulty to start writing.

### **2. Kinds of Descriptive Text**

According to Alawi, F, F (2011:22) kinds of descriptive text are categorized into 3, namely description of people, description of place and description of object.

#### **A. The Description of People**

Text description of people can provide information about hair color, skin color, height, age. In addition, text description of people can also explain

further to the person being describe such as person's profile, biography, or life background.

#### B. The Description of Place

The type of descriptive text that tells about how a scene or place is called a place description. The description of a place can make the reader feel like seeing, hearing, feeling, smelling the subject depicted in real life. For example, describing tourist attractions, students can provide information to readers through explanations of the beauty of the place, access roads to places, even to the terrible things in the place. Another example, describing a room, students can give an explanation of the state of the room, whether it is dark, bright, stuffy, dusty, clean, tidy, dirty, and so on.

#### C. The Description of Object

In describing an object, students must know the characteristic of the object to be described in order to attract the interest of the reader and it makes it easier for them to explain (Kadir, M, F, G. 2018). The objects can be objects that are used daily, musical instrument, favorite objects and so on.

### **3. Language Features of Descriptive Text**

#### A. Using Simple Present Tense

Use present tense verbs. Verbs in the present tense use the first form. The simple present tense pattern is divided into two, namely verbal sentences and nominal sentences.

Verbal sentence: S+V1+O

Example: My mother bakes cakes in the kitchen.

Nominal sentence: S+tobe (is, am, are) + noun/adj/adv

Example: Tom is a handsome boy.

#### B. Using Verbs

This verb serves to explain the object more clearly. For example: My father buys new blue shoes. The word "buy" describes a new shoes as an object.

#### C. Using Adjectives

Use adjectives to describe objects. The use of adjectives aims to create the beauty of the word, joy and interest of the author when writing descriptive text. It can display clear intent and information to the reader. For example, very beautiful, clever.

#### D. Using Adverbs

Adverb is useful for giving additional information for objects. Adverbs can be in the form of an adverb of time that explains the event, a description of the place that shows where the event occurred, an explanation of the purpose that explains the action taken.

#### E. Using Nouns

Noun is used to describe a topic to make it clearer. It can make the reader understand more about what is being described.



#### 4. Structure of Descriptive Text

Gerot and Wignell (1994:208) cited in (Jayanti, A, D. 2019:78) stated that descriptive text has a generic structure which is categorized into two that is identification and description as follows:

##### A. Identification

As a first step, students need to identify certain things to be written to avoid general statements. Identification can be explained by choosing a phenomenon or subject in the form of people, objects or places. If this paragraph is well developed, students will find it easier to organize ideas in their writing.

##### B. Description

This description section describes the important parts of the object being discussed. Students must describe the information related to the object. Here, students can inform specifically based on origins, characteristics, physical appearance, behavior or other unique facts. In this case, the reader will easily understand the written expression even though they do not see the object directly.

**Table 2.1 Example of Descriptive Text Adapted from Wahyuni, I**

**(2018:16)**

My Toy	
Identification	I have a toy. The toy is a Teddy Bear' doll that originated in America. My dad buys it as my birthday.

Description	The doll has a small size, thick brown and soft when hugged. I was my Teddy at least once a month in the laundry to keep it looks clean. Teddy Bear accompanies me to sleep every night. When I go to school, I put my Teddy on the side shelf of books. I really love Teddy because this Teddy Bear is very nice, adorable and charming
-------------	--

#### **D. Relevant Previous Study**

There are some previous study that relevant to this research. The first previous study was conducted by Puput Zuli Ekorini with the title "Comic Strips as the Media to Build Writing Skill of Junior High School Students" as their journal in 2018. The objective of this research is to build students' writing skill using comic strip. The researchers used experimental research design. The population taken by the researchers were grade 7 which was divided into two class as the object research. The class is VII D as experimental class and class VII A as control class. Each class consist of 30 students. The researchers applied Comic Strips to the experimental class and Picture Series to the control class. To evaluate the test, the researcher used analytical scoring rubric with five categories namely content, organization, grammar, vocabulary and language use. The researchers applied pre-test and post-test as instruments and analyzed the data using a Sample T-test. The result showed that the average score of post-test with equal variances assumed was 5.82 with significant degree of 0.000. It

showed  $0.000 < 0.05$ , so the  $H_a$  is accepted. It can be concluded that the use of comic strip in teaching writing is more effective than picture series.

The second previous study was conducted by Sondang Manik., et all with the title "The Effect of Using Comic in Teaching Writing Descriptive Text at the Tenth Grade of SMA Methodist Berastagi" as their journal in 2022. The objective of this research is to find out the effect of using Comic Strips in teaching descriptive text. Researchers used quantitative methods. Researchers conducted research at SMA Methodist Berastagi. The population taken by the researchers were grade X with the total of the sample was 40. The researchers only applied Comic Strips to the experimental class. To get the data, the researcher applied writing test, two kinds of test namely pre-test and post-test as instruments. To obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (Standard Kompetensi dan Kompetensi Dasar). To make the test reliable, an analytical scale is used as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use and mechanics. In the first meeting, the researchers gave a pre-test to determine the students' ability in writing descriptive text, then the researcher gave the treatment of using the comic strips 3 times. The last step, the researchers gave a post-test to all students. The result showed that the mean score of the experimental class was higher than control class because the result of t-test (t-calculated) was higher than t-table at the level of significance  $p=0.05$  ( $6.00 > 2.024$ ). The researchers conducted The pre-test and post-test for two classes with the mean of score in pre-test was 64.3 and mean of score in post-test was 78.15. The researchers concluded that  $H_a$

was accepted and  $H_0$  was rejected. Therefore, there was significant effect on students in writing descriptive text by comic. Thus, the Comic Strips is effective in teaching writing descriptive text at the grade X SMA Methodist Berastagi.

The third previous study was conducted by Amrizal with the title "The Effect of Comic Strip as Instructional Method in Enhancing Students' Writing Skills" as his journal in 2022. The researcher used quantitative method with sample 70 students total from class A and Class B in the Islamic Education program at STAIN Mandailing Natal in the first semester of 2020/2021. The researcher applied test namely pre-test and post-test as the instrument. Then the data were analyzed using SPSS windows 10 and T-test to generate the data. The results showed that there was significant effect between experimental class and control class. The result post-test experimental class get higher average that is 68.43 than control class is 32.05. But the data is not normally distributed because the sig of pre-test experimental is 0.001 and pre-test control is 0.000 which was lower than 0.05. While the post-test experimental is 0.200 and post-test control is 0.200 which is normally distributed. After that, the researcher try to use N-Gain interpretation with four categories from ineffective, less effective, moderately effective, and effective. The experimental group had an average score of 59.2332 on the N-Gain Score test, which is equivalent to 59 percent overall effectiveness. This score falls into the very effective category, which has a minimum score of 32.91 and a maximum score of 88.87.