

CHAPTER II

REVIEW OF LITERATURE

This chapter will contain a description of graphic novels, from history to the present, then also explain about educational values which have two categories, the first is value of being and the second is value of giving. In addition, there are also previous studies as a reference source in order to know that there are various types of similar research. And the last is related to multimodal text analysis which provides a general explanation regarding how a graphic novel is made into research material.

A. Graphic Novel

Graphic novels was a work of its own distinctive traits, Eisner said (1985) “outlined it as “ art that illustrates the state of the world through different dimensions as picture and writing”. It was first communicated by Eisner's with his work "Contact with God" around the 1978, which makes him the person who started the comic work with more different, according to Bucher & Manning (2004) “coined the term ‘graphic novel’ to describe a complex story told in comic book format. He thought the graphic novels have complex storyline, although this was some kind of comic books and yet the story them were extremely complex. However, others give less of a definition, but more of a description: formatted like a comic book, bound like a book, printed on higher quality paper than a comic, typically longer than a comic book, a full-length story line that begins and ends in the same book, etc. (Gravett, 2005; Thompson, 2008).

1. Historical Overview in America

In 1980s and the early 21st century, graphic novels grew in popularity. In 1986 many works were born starting of Art Spiegelman’s Pulitzer Prize – winning novel, “Maus”, by Alan Moore’s Watchmen and The Dark Night

Returns by Frank Miller's, brought concerning each vital acclaim and industrial success for not solely its creators however the genre itself. Graphic novel intimate with another major breakthrough significantly by the literary achievements of Chris Ware's *Jimmy Corrigan* (2000) and Marjane Satrapi's *Persepolis* (2003). On the alternative hand, American moving-picture show trade contributed to the expansion of the genre by manufacturing movies supported comic books like Spiderman and X-Men. As a result, comics book or graphic novels have to be appreciated .

2. Graphic Novels in the World

International world, had story about graphic novel. Graphic novel have been very well known, especially in Europe around the 1930s, the title was "Tintin in the land of soviet" which was created by cartoon creator from Belgium, named Goerge Remi, was written under the name pen Herge. Managed to have great success bringing graphic novel to Europe, with the publication of more than 70 languages and 200 million copies. Another graphic novel, which was as good as Goerge Remi, was Asteric series and the Smurfs.

In the Great Britain, the genre of graphic novels was write by Raymond Briggs, became famous with his graphical novels the title *Wind Blows* (1982) that was a story of nuclear attack on England country, and *Ethel and Ernest* (1998) that depicts labour life in London throughout the amount between 1930 and 1970. Comics ar common all over the world. The Korean name their comics as Manhwa (mahn-hwah) and therefore the comics in China ar referred to as manhua. In Japan throughout around 1900s, manga became increasingly popular, so that there was a lot of literature concerning manga in order to attract interest to keep reading. Many people enjoyed manga rather than other literacy works.

3. Graphic Novels Today

In the current era, graphic novels have developed very rapidly. In the past, graphic novels were seen as an unpopular medium among literacy enthusiasts. However, graphic novels were currently very popular. Many international media such as Amazon.com, libraries, and school journals in the west especially have many works related to graphic novels. This was influenced by the interest of readers which was increasing from year to year. From adults to children. All could read it according to the existing provisions. Some popular genres were science fiction, supernatural, fantasy, and superheroes. Besides that there were some genres related to daily life, politics, and others (Gorman, 2003).

B. Graphic Novel "Teaching to Learn"

"*Teaching to learn*", a graphic novel by Kim senior and Bianca Hill that causes researchers to feel an association about how the education world works. Since the title appeared, this art describes the role of a teacher and how an educator gets ready to be a teacher who was prepared to teach well. Besides, Bianca Slope gives little data to the user, what the novel is about, she said that this graphic novel was about teaching methods. It was the result of the encounters between two teacher educators, twelve pre-service teachers and thirteen year 8 and year 9 secondary students over a one-year period.

Bianca herself explained again about her work, that it was not an ordinary comic book work, but a real story she presents when she actually becomes a teacher and educator. Through this graphic novel, Bianca Hill hopes to invite educators and students to enter more deeply into a liberator. Follow the learning and knowing, wherever teachers and students as subjects of their own histories and destinies discover inside themselves and

every different meaningful ways in which to measure, love, grow, and dream along for a additional simply world.

The researcher also realized that this graphic novel could have a lot of educational value. Because as explained above, this graphic novel was a summary of the journey of Bianca Hill as a teacher who knows how to shape student character and cultivate the learning process.

C. Educational Values

1. Understanding of Education

In education there were many concepts, but the most important thing was that education is a social process that has been regulated and could be transferred to the next generation through educational schools. So in general education was the method of sending and receiving. In Hegel's concept, Education provides an explanation of how we who have individualism and an existence must continue to live human life itself. He stated in his book which the title \ “ A duty to himself”. It was true that we as humans have the responsibility to preserve themselves. The point were in terms of physicality or existence (Naziev, 2017).

We as humans could categorize themselves how the educational process works and was increasingly developing in the present. Because we as humans were familiar with the education system starting from education in society, education at home, and formal education that we get, but this does come from the personality of each individual. Margarat said (1964) that education in it was journey had a different propose from product of literate society to a learning society. So education makes human life more advance and develops into the future.

2. Understanding of Value

Value was something that believed to be high, valuable, necessary and helpful for human. Value may be a belief or feeling that's believed to be associate degree identity which provides a special pattern to some way of thinking, feeling, attachment and behavior (Ahmadi, 1991). Value was closely connected to the means individuals assess. Assessing suggests that to think about human activities that connect one thing to one thing else, that were additional to take a choice. This assessment were connected with parts in humans such as physical, creativity, initiative, sense and conviction. Without value we cannot guess whether god was really good or what was bad really bad. But sometimes we could also misjudged something. Which resulted in flawed judgment.

Talk about values, we cannot far away from the creation system in society. The points were when we look at social society, we could see a value at work. Like community that were farmer who works on apple orchard, when the apple tree bears fruits, it was also caused by the community itself. Because in terms of sociology, the creation or rules related to how we see the value of a thing starting from culture, religion, and morals all starts from the views and perceptions of the community about the values contained in these thing(Turkdogan,1982). In education it was same, but the hierarchically the goal of all this were to make society better in the future.

3. Educational value

Education value was education that emphasizes total development individual, social, emotional, aesthetic, moral and intellectual personality spiritual. It means in the development of a sensitivity to good, right and what a beautiful, the ability to choose the right value according to your thoughts and action. Sequentially, the value of education was to develop rational critical thinking, for educate emotions, foster imagination(James, 1992). The education

value was spirit of education, so wherever they were taught the education value would present itself. The educational value not only could be found in the academic but also could be found in any experience. The educational could also define something or the limitation of whatever the educator was direct to maturity, which were good or bad, so that it was beneficial for human life that could be reached from the educational process.

The theory taken by Zaim El Mubarak does had similarities with theory used by Linda and Richard Eyre. In theory Linda and Eyre's(1993), the context is more about moral values. So it emphasizes how morals are contained in a story, novel, film and so on. This theory it also divide into two, namely value of being and value of giving. While the theory by Zaim El Mubarak has focused on educational values contained in story, novel, film and so on. So the researcher only focused on the theory of Zaim El Mubarak because in this graphic novel: *Teaching to Learn*, there are many contexts related to educational value

As we know in educational values there were several types that we must know. According to Zaim El Mubarak(2008:12) on his book "*Membumikan Pendidikan Nilai*", it was divided into two groups. The first was value of being was that exists in humans, which were transformer into our behavior and the way we treat others. And the second values of giving was the values that need to be done in real terms in order to be accepted which would then be recognized as a gift. In order to find out more details, next we would explain more detail in each type of educational values:

a. Value of Being

1. Honesty

One of the moral characteristic that says what it was without adding or subtracting a word, and this was simplest and most fair act of telling a fact. In this graphic novel, we would see how the honesty attitude actor could provide educational value

2. Not giving up

Character of attitude that feels that he was still capable even though he was certain that he cannot carry out or do something. This were an attitude we could take it or leave it. Because coercion on one's self was necessary, but the most important thing was to know the limits that this self has.

3. Self-confidence

Everyone must have a sense of ability or a sense of being able to achieve something. Even though it was in a place far above the sky. But he has the emotional strength that he could achieve, these was self confidence.

4. Brave

It states that it was beyond doubt and self-confidence that it cannot be understood anymore. So those who do not care themselves and accept the pain it self

b. Value of giving

1. Loyalty

In simple terms, loyalty means that we were fully devoted to a thing or a system. But here loyalty was more about how we could prove loyalty to others. In this graphic novel, we could already feel this sincerity that make us fell loyal

2. Respect

In appreciating we were required to be able to create mutual respect. This means that appreciating what other human beings do and something, could give a very deep value and eliminate envy

3. Kindness

Attitude that was the basis for humans to carry out everything with sense of calm and comfort by giving positive feelings and giving an impression of peace. In this case, it could be said as a sense for the peak of our value teaching to other humans could be prejudiced against us.

4. Fair

And all values if there no sense of fairness were given it would reduced the meaning of the value of goodness. This means we could give, take sides, approve and decide all the things we would do with a feeling that does not see which was more valuable. As well as in making decisions not to take it in favor of one group.

D. Gesture Image and Conversation in Multimodal Text Analysis

The more that era develops, the more new things we could discover. In the linguistic, it cannot be denied that it was not only language that was used as a semiotic resource. Other things have also appeared in current technological development that make it a challenge for us to explore more widely. In this case there was problems that become challenges related to things other than language. Such as gesture, gaze, visual and aural art, image text. The role of this multimodal text analysis (O'Halloran and Smith, 2010) make us more able to get answers related to some these thing. In multimodal, It has always emphasized being able to understand a semiotic from two different contexts. Like a graphic novel that does have a context of image and text, that make it appropriate to use multimodal text analysis.

Graphic novel cannot be separated from the name of research, because with graphic novel our knowledge would increase and also make researcher

more interested in researching it. In analyzing graphic novels, we should know what research technique we would use to analyze it, therefore multimodal analysis texts was appropriate when connected with graphic novels which were semiotic products (Kress and Leeuwen, 2001). In this case, graphic novel should theoretically be a work in visual text. So it could be said from illustrative text and images

In an illustrated image or comic book, there must be some movement which is usually image gesture. Which in how to categorize it can be divide into three namely illustrations, manipulators, and emblems according to Professor Paul Ekman and Friesen (1972). In his research he describes the three as follows; first illustration gesture is a daily movement described by the author. Then the second one is manipulator gesture, which is how the author can describe how part of the body touches other body parts. In this gesture, what is often depicted is the hand. Because the hands can often interact with other body parts. Then the third emblem gesture. Firstly introduced by David Efron. Which is a distinctive movement that is owned by each ethnicity, culture and so on. For example, hand movement “peace”, waving and so on.

It has been explained in the previous paragraph that in graphic novel there were elements of image and text the text it could be ballots text, and conversation text. Therefore, in this multimodal take the conversation from several chapters. In those conversation it is one of the employed to provide accuracy in determining educational value.

E. Previous Studies

Every study it must be inseparable from previous research, based on this the researcher did see from previous research related to graphic novels and education, as well as regarding educational values.

1. The first previous studies is in *art and text research: An exploration of the graphic novel* (Lindsey, 2016), she was exploring of the graphic novel and

try to find out unique features to create compelling narratives that could not be told in any other form. There were some element like panel, color, pages layout, art style, physical format, etc. This research also explains the non-fiction graphic novels that are presented, namely the graphic novel *Maus* by Spiegelman and *fun home* by Alison Bechdel. From the two graphic novel, the basic differences are sought, such as from the different elements of each style of describing a story. Then, the result was found which illustrated that graphic novel is a literature that can be used as an innovation material for story telling which can be very different and new in development

2. The second previous studies is *Pedagogy of graphic novel* (Valarie, 2011) he was used graphic novel in an academic scope. In this studies focuses on the function of graphic novels in a classroom. Through several ways that could increase students interest in reading and ensure that graphic novels are literacy that still relevant to be included in the learning process in the classroom. In conclusion, graphic novels were an assets that could be developed in schools as a learning strategies to increased students interested in literacy.
3. The third previous studies is *Multimodality in Malaysian schools: the case for the graphic novel* (Rajendra, 2015), in this studies he aim to exploring the benefits of including graphic novels as good suggestion in Malaysia school. He was explain that the graphic novel had several benefit it was like listed below:
 - a) Graphic Novels Promote Multiple Intelligences
 - b) Graphic Novels Support Visual Literacy
 - c) Graphic Novels Support Different Learning Styles
 - d) Graphic Novels Help Reluctant and Struggling Readers
 - e) Graphic Novels Promote the Reading of Other Genres
 - f) Graphic Novels Allow an Easier Comprehension of Style Elements

g) Graphic Novels Address Significant and Current Issues

In the conclusion this studies found that graphic novel could increase vocabulary, grammatical and communicative competences in the classroom learning.

4. The fourth previous studies is *Graphic Options: A Comparison of Stories and Their Graphic Novel Counterparts* (Lori, 2018), which provides several explanations regarding graphic novels and their benefits in the world of education. Besides that, his studies also made comparisons of several stories from the original novel with graphic novels. In total there were five novels that were compared, one of which is entitled *A Wrinkle in Time*. Then for analysis, Lori uses an analytical framework following literacy elements such as characterization, plot, point of view (POV), imagery, dialogue and censorship. In their findings, it can be said that to understand a graphic novel, one must understand the parts of graphic novel. Because there are so many literacy skills needed to understand a graphic novel. The second is that the unique characteristic in graphic novels really need to be known for understand the meaning of graphic novel.

Many of those articles explained how graphic novels relate to education especially for the first of two article. Then for third article it was more like how graphic novels were applied to the educational system. Many points out that there was a lot of potential in graphic novels as learning media and certainly contain educational value.

