

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer would explain some theories and review from previous experts' study that related to the topic in this study. These explanations are as follows:

2.1 Reading

2.1.1 The Definition of Reading

Reading can be defined as a set of activities in teaching learning which is done to relieve uncertain meaning and get information from the text. It is supported by Grabe and Stoller (2002:9) stated that reading is a way to draw information from the printed page and interpret the information appropriately. Based on the statements above, the writer can conclude that reading is the important skill that have to be mastered among listening, speaking and writing because students will get more information by reading.

2.1.2 Reading Comprehension

Comprehension is an active process in reading. Active reading involves interacting with the information or creating internal dialogue with the text. The reader is expected to be actively with the text to construct meaning. According to Kendeou, et al (2007:28) states that a general component in many definitions of comprehension is the interpretation of information in the text, the use of prior knowledge to interpret this information, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text about. Based on the statement above, the writer can conclude that comprehension is the reason for

reading, if the readers can read the words but not understand what they have read it means they are not really reading.

According to Day & Park there are six kinds of comprehension, those are: literal comprehension, reorganization, inference comprehension, prediction comprehension, evaluation comprehension and personal response comprehension.

1. Literal Comprehension

Literal comprehension described as the “understanding of the straightforward meaning of the text” it means that, questions of literal comprehension can be answered directly and explicitly from the text, such as facts, vocabulary, date, time and location.

2. Reorganization Comprehension

Reorganization comprehension is the readers have to find out kind of information from other text and combine for additional understanding. In this way, the readers still use literal comprehension.

3. Inference Comprehension

Inference comprehension is involving the readers to combine their literal comprehension of the text with their own knowledge.

4. Prediction Comprehension

Prediction comprehension is involving the readers using their prior knowledge of the topic and their understanding of the text in order to guess what happen next.

5. Evaluation Comprehension

Evaluation comprehension is requiring the readers to express and give opinion about some aspect of the text based on their personal knowledge and experiences.

6. Personal Response Comprehension

Personal response comprehension is requiring the readers to response their feeling of the text. The readers answering questions but the answer is not found in the text, the answer come strictly from the readers but still related to the content. While no personal responses are incorrect.

2.2 Developing Material

2.2.1 Need Analysis

According to Songhori (2008) stated that need analysis has a crucial role in the process of designing and carrying out any language course, weather it is as an English Specific Purpose (ESP) or general English course. Need analysis developed based on identified needs of the students and the learning environment. In the other word, Hutchinson & Waters (1992) also defined needs analysis on the basis of “necessities” and “wants” in order to classify between what the learners have to know and what the learners feel they need to know.

2.2.2 Target Need

According to Hutchinson & Waters (1987) target need is an analysis in which it should be investigated in order to find about what are actually the students need to do in target situation. They also stated in order to know how to analyze the target need of the learners. There are three cases that should be attention, those are: necessities, lack and want.

a. Necessities

This aspect is about what is the students need in target situation. For example: in order to be a teacher, students have to master the topic that will be delivered, have ability to manage the class and how the way to deliver material.

b. Lacks

This aspect is about what the students already know and not yet. The teacher can consider what necessities are missing. Lack also can be defined as the abilities or competencies that are not possessed by students to get the best performance in target situation. For example: English writing aspect that students know yet than Indonesian writing aspect.

c. Wants

This aspect is about what the students want in learning target language. For example: about the material, the teacher has to give material that appropriate with students' expectation.

2.2.3 Learning Need

Students are the main system in a teaching process. They are not only the participants that only receive everything that was given by teacher. Analyzing learning need is important in order to get more information about the students. Hutchinson and Waters suggest a framework for analyzing learning needs which consists of several questions, each divided into more detailed questions. The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs are why are the students taking the course?, how do the students learn?,

what sources are available?, who are the students?. Those questions are needed to know the students' condition also their need in the process of learning.

2.3 Narrative Text

Narrative is a description of events, especially in a novel the act, process or skill of telling a story "Oxford Learner's Dictionary". According to Sadler and Hayllar (2000) stated that narrative is telling a story and the social function is to entertain or amuse the readers. Based on the statement above, the writer can conclude that narrative text is description of event happened that describe about what, who, where and when or a story. Here, narrative text is different with recount text although it is same in the past time but in recount text only telling event by event, whereas in narrative text there is complication or problem in the story that happen in each characters. Narrative text is to tell a story in order people know about event in the story, entertain the readers also convey the idea and moral value to make the readers or listeners be better and motivate.

Narrative text has a main story. So here, there are many kind of narrative such as only the writer's imagination or the real story. The kinds of narrative are fairy stories (fantastic' stories, full of miracle), mysteries, science fiction, romances, horror stories, adventure stories, fables (animals' stories those have character as human), myths or legends (stories to describe events happened in a region or place), historical narrative, ballads (stories those make the readers or listeners crying, commonly about love story that can't live together), and also personal experience.

According to Anderson and Anderson (2003) explained that narrative text has character, setting, and action. The characters, the setting, and the problem

are usually introduced in the beginning. The problem reaches in high point in the middle. The ending is to solve the problem. Commonly, in narrative text there are three elements those are: orientation, complication and resolution.

1. *Orientation*: in the beginning of the story there is introduction such as characters (who is the characters of the story?), setting (where is the story happen? and when the story happen?) and plot (What happen in the story).
2. *Complication*: in this Paragraph is the main point of narrative text. Without complication or problem, the text only telling event by event. Usually there are three kinds of complications those are:
 - a. *Natural conflict*: it is happen because the characters of story faced by energy of nature.
 - b. *Social conflict*: it is happen because the characters are face to face, they meet in the same time and place but they have different interest.
 - c. *Psychological conflict*: it is happen when the characters of story faced by themselves. Conflict between good and bad action, characteristic like greedy, wise, etc.
3. *Resolution*: Most of classics' narrative the problem has to be solved. The complication can be closed by happy ending or sad ending.

2.4 Comic Strip

2.4.1 The Definition of Comic

Comic is a form of art that use sequence pictures to be a story. Usually, comic printed on paper and complete by text. Comic can be published in the form of comic strip in newspaper, magazine and book. In *understanding comics*' book by McCloud (2007) defines that comic is sequential art and comic as juxtaposed

pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer”.

2.4.2 The Steps How to Make Comic

Comic has a link thing and be a sequent strength of plot in the story those are imagery, plot, dialog, composition, gesture, etc. According to McCloud (2007) divided into five basics type to make comic, as follows:

- a. **Moment:** in choosing moment is choosing moments that want to be showed in the panel and moment should be lost. Also a good transition of panel, comicus can thrifty a panel for efficiency and add it for stressing, arrange story intensity, etc.
- b. **Frame:** in choosing frame is a step for comicus to show how near and far the action in order the readers feel in the place event. This process determines many factors such as: cropping, balance, and tilt, that influent the readers in the comics’ world also their position. For example in the process of cropping comicus choosing view close up/middle shot/long shot. Whereas, in balance comicus arrange long-suffering in order balance focus in the appropriate panel. The last, tilt used to give certain effect like impression movement or dramatic.
- c. **Imagery:** in choosing imagery is how comicus fills frame with picture that bring world story that they made seem into real life. Choosing imagery to comic of course very different related with style in each comicus. There is realist-natural, cartoon, etc. whatever style chosen by each comicus the important thing is how to communicate quickly, clearly and appropriate with the readers. Choosing imagery not only in the character of comic but

also background and detail. A good imagery will influence the readers' impression in the comic itself.

- d. Word: word in a comic can be divided into several parts such as: first, word can be narration to explain picture. Second, word can be a dialog in the comic; it is showed by words' balloon. Third, word also can find function of sound effect to make the readers "listen" sound happen in the comic. The last, word can be part of picture as integration form. For example are using word in the restaurant or hospital, etc.
- e. Plot: choosing plot in the comic is related to panel. The main aim is to guide the readers to follow a story from the first until the last. A good plot determines by setting appropriate panel by panel, it can be place or distance. In several state, all of comicus and the readers agree that plot of comic is from left to right and top to down.

Whereas, according to Susiani (2006:5) stated that to develop illustration of comic there are important elements should be attended, as follows:

- a. Characters, it is all of figures in the comic.
- b. Frame, it is place that limit scene of story and others.
- c. Word balloon, it is place for conversation by all characters.
- d. Narration, it is sentence to emphasize what the comicus said.
- e. Sound effect, it is an effect to word visualization or sentence that said by characters. Background, it is description of situation and condition characters' place that told by comicus.

2.4.3 The Role of Comic as Media

As visual media in order to optimal the process of learning Arsyad (2004) stated that to develop comic should know the elements bellow:

- a. Form, the strange form it can make students interest.
- b. Line, it is used to connect sequence elements in order to help the story clearly.
- c. Texture, it is to make soft impression or hard that show emphasizing unsure.
- d. Color, it is to give emphasizing impression and make integrate, heighten the reality of the object and created emotional response. In choosing color there are three points as follow:
 - Choosing the special color
 - Thickness and flimsiness of color level
 - Intensity or strength of color

2.5 Review of Previous Study

There are four studies that have been conducted by some researchers that concerning with the effect of comic toward the students' reading comprehension. These studies are as follow:

The first study conducted by Merc (2013) in his journal by the title *The Effect of Comic Strip Using on EFL Reading Comprehension*. The purpose of this study is to investigate the effects of comic strips on reading comprehension of Turkish EFL learners. 167 university students from two proficiency levels (lower-intermediate and upper-intermediate) were divided into four treatment groups:

low-level text only, low-level text with comic strips, high-level text only, and high-level text with comic strips. The result showed that EFL students can make high proficient students significantly better than low proficient students. Students with low-level text with comics ($m= 54.10$) performed than students without comics ($m= 48,39$). Similarly, students with high-level text with comics ($m= 52.38$) performed better than students without comic ($m= 35.81$). Therefore, the difference between scores in high level text with comic and without comic (16,57) and the difference between scores in low level text with comic and without comic (5.71) are significant. It means that students read low level with or without level and it does not a significant difference; however, students read high level with comics have significantly higher scores.

The second study conducted by Arroyani (2010) in her thesis by the title *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text*. She investigated the eighth grade students of SMP N 2 Taggunharjo Grobogan. This study showed that the use of comic strips can improve students' reading comprehension skill of narrative text. The use of comic strips as media in teaching reading comprehension skill of narrative text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 5.191 was higher than t-table 1.66. It means that H_a was accepted and H_o was rejected. Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class VIII C who were taught reading comprehension skill in narrative text using comic strips and students in class VIII B who were taught without using comic strips. The average score of experimental group was 71 and the average score of control group was

51,31. It means that the experimental group (class VIII C) was better than the control group (class VIII B).

The last study conducted by Lestari (2014) in her thesis by the title *Developing English Vocabulary Material by Using Comic for the Fifth Grade Students at SDN II Sukosari*. She investigated students at the fifth grade with the total number of 18 students. The students are still low of vocabulary, in order to solve this problem she recommended a comic as media to teach vocabulary. The result of her study showed that her comics' product is suitable to use as teaching media and motivated students.

This study has similarity and difference with three previous studies above. The similarity with study conducted by Lestari in her thesis by the title *Developing English Vocabulary Material by Using Comic for the Fifth Grade Students at SDN II Sukosari*. The model of development in this study is similar that use Asmara model. The instruments of these studies are interview, questionnaires and validity checklist. This study also has differentiation with two studies above by the title *The Effect of Comic Strip Using on EFL Reading Comprehension* by Merc and *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text* by Arroyani. These studies purposed to know the effect of comic strip in reading comprehension. In this study the writer uses research and development design whereas, the two studies above used experimental design. So, the purpose is very different. In this study purposed to develop reading material using comic of narrative text.