

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

To support and to prove the originality of the research, the researcher uses some relevant previous research. There are three previous studies that discuss the teaching writing of narrative text by using comic strips.

The first is “Improving the Students’ Ability in Writing Narrative Using Picture Series”, written by Hermanto.¹ The objective of this research was to improve the students’ ability in writing narrative text by using picture series. In the method used in this research was a classroom action research. The steps included planning, implementing, observing, and reflecting. Before the researcher conducted steps, he gave test to the students to investigate their writing ability in the preliminary study. The result showed that students’ average writing score was 56. It meant that the students were not achieved the minimum passing criterion. After conducting the preliminary study, the researcher applied the steps. In the planning stage, the researcher made some preparations before teaching of writing narrative texts by using picture series. In the implementation stage, the researcher started to teach writing to the students as practitioner. Meanwhile, the collaborative teacher observed the students’ progress during the

¹ Hermanto, “*Improving the Students’ Ability in Writing Narrative Using Picture Series*”, JP3, (Vol. I, No. 13, August/2013), P. 148-154.

process of teaching and learning narrative text by using picture series. In the observation stage, the researchers recorded and gathered the data about any aspects and events referring to the criteria of success during teaching and learning process. In the reflection stage, the researcher made two kinds of conclusion, namely each cycle-based conclusion and the final conclusion. Based on the result in the first cycle, there were only 23 students of 40 who did not achieve the target. It meant that the average scores of students did not meet the criteria of success. Then, the researcher changed the scenario of planning strategy in teaching narrative writing by using the picture series. In the first cycle, the picture series was not provided vocabulary with aim to help the students easy in making the draft. Hence, in the second cycle, the researcher provided vocabulary in the picture series. Based on the finding, the result of students' writing achievement in the second cycle was improved. It meant that the use of picture series in teaching narrative writing was useful.

The second is "Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesia EFL Students", written by Fika Megawati and Mirjam Anugerahwati.² In this research, the researchers stated that comic strips are appealing forms for

² Fika Megawati and Mirjam Anugerahwati, "*Comic Strips: A Study on the Teaching of*

Writing Narrative Texts to Indonesia EFL Students", *TEFLIN*, (Vol. XXIII, No. 2, July/2012), P.183-205.

children in the teaching of writing, and also as media which have content, organization and grammatical aspects of narrative texts. The objective of this research was to investigate the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. The procedure in conducting the research are planning, implementing, observing, and reflecting. To know the students' writing ability, the researchers conducted the preliminary study. They found that most of the students got score less than 70. It meant that they could not achieve the minimum passing criterion. In Cycle I, the researchers prepared the lesson plans, instruments, handout, and worksheet in the teaching narrative text by using comic strips with PGBA. Based on the result of students' score in the writing test, it showed that the students' achievement was improved, but it had not achieved the criterion of success yet. The average percentage of the students' achievement only achieved 61%. It meant that the use of comic strips in teaching of narrative text in the first cycle had not made a significant improvement yet. Then in the cycle II, the researchers conducted the research by giving some tasks and activities to the students in three ways through collaborative writing in group, collaborative writing in pair, and individual writing. The results of teaching writing using comic strips through Process-Genre Based Approach (PGBA) showed that it could improve students' ability in writing narrative text successfully. It meant that all of the students of XII-language

program could achieve the minimum passing criterion. The use of comic strips could help and gave them confident in writing narrative text. It also could give benefit for the teacher as guidance in teaching writing to the students.

The last is “Applying Cartoon Series in Teaching Narrative Text”, written by Riyana Dewi.³ The objective of this research is to improve students’ writing ability by applying cartoon series in teaching of writing. Cartoon series is considered as a good technique in improving students’ writing skill. Cartoon series can motivate the students to learn about the current events and present in a fun way. It can also give the teachers the advantages by using cartoon series in teaching narrative writing. The research design of this study was classroom action research (CAR). It consists of four steps. They were planning, implementing, observing, and reflecting. The procedures of implementing cartoon series in teaching writing were by telling a story to the students and asked them to rewrite it. In the cycle 1, there were six meetings. Each of the meetings was divided into three activities. Based on the result of the observation during the implementation of the procedures for six meetings in cycle I, it showed that the average percentage of the students’ involvement during the writing process achieved 74.4%. The activities of group work and outlining in cycle I was not run well. Therefore,

³ Riyana Dewi, “*Applying Cartoon Series in Teaching Narrative Text*”, *ORBITH*, (Vol. IX, No. 2, July/2013),P.108-112.

the researcher made a modification for the next cycle. In the cycle II, there were four meetings. After the researcher had conducted the research in the cycle II, she found that the students' ability in writing narrative text had increased. Based on the result of the observation, the students' involvement increased from 74.4% up to 77.5%. In addition, based on the result of the students' response to questionnaires, it showed that their motivation in learning narrative writing were high, namely 79.4%. It proved that the use of cartoon series in four-stage strategy and the implementation writing process approach in the cycle II was effective.

These previous studies can be used by the researcher as a reference in composing and conducting his research. He also can compare the methodology of research and the result between her research and those previous studies.

There are differences between previous research and his research, they are setting of research, and media of research. Although, the purpose and the media are same. It means that, three of them using pictures media to improve student's narrative text writing ability. The researcher uses the same of research design in his research, it means that classroom action research (CAR). It consists of four steps, they are: planning, implementing, observing, and reflecting. By the same of research design, the researcher hopes his research can be proved and get the result like the previous research.

B. Theoretical Framework

1. Writing

a. Definition of Writing

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. However, many experts have different perspectives about the definition of writing itself. According to Hyland, “Writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic”.⁴

From definition above we can conclude that writing is a process how to create or express ideas in the mind even emotional by written form. in writing activity, students can express their mind on a paper freely but have to keep paying attention the rules and structure in writing.

⁴ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 1996), P. 9

Hence, writing is always regarded a complicated skill. To make a good writing, students have to practice a lot. If students cannot write well, they will not be able to communicate in transcribed form with many people someday. As we know that language is very necessary for communicate and connect each other, so writing is a necessary part of language learning to communicate.

b. Types of Writing

Writing includes various kinds of text types. There are some texts which have to be known for English learners. Some kinds of texts have different function, schematic or generic structure, and different language features. They are narration, recount, spoof, procedure, description, and report.

1) Narration

Narrative is a text which has purpose to amuse, to entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

2) Recount

Recount is a text to retell the events for the purpose of informing or entertaining. Recount can be called retell past event experiences. Recount almost the same with

a narrative but they have different schematic or generic structure.

3) Spoof

Spoof is funny story which tell an event with a humorous twist. Spoof has a little same of language feature with a narrative and recount they are use a past tent but has different generic structure.

4) Procedure

Procedure is to describe how something is accomplished through a sequence of actions or steps. Procedure has a material, steps, and a goal.

5) Description

Description is to describe a particular person, place, or things. It takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

6) Report

Report is to describe the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment. Report gives information about things in the world. They are written about living

things like plants and animals, non-living things like volcanoes, tidal waves, satellites and the galaxy, etc.⁵

c. Writing Process

Many experts have told us about the strategy of writing process, but not all of them have the same thought. They have different ways strategy of writing process. In teaching writing, it includes taking students through a process in a series of steps, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on. When the writer begins to write, he/she will think about what and how to tell the plot of story. After finishing it, the writer read what he/she has written as a whole. Then, make changes and corrections to the error. Furthermore, the writer rewrites and revises it to get success in his/her writing work.

For more details, there are some steps in the writing process that can be seen as follows:

1) Step 1: Prewriting

The first step is called *prewriting*. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic. Generating ideas is collecting the sources as the element of writing. This first

⁵ Entika Fani Prastikawati and Siti Musaokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI, 2010) P. 11

step the writer should think about what topic will be written. The writer can use the daily activities as the sources. For example, then events, issues, controversies, and concerns reported there can be essay topics. Shake loose ideas by freeing writers from worry about correctness, organization, and even logic. Write freely and record everything that comes to mind to get the data of the topic even if it seems silly or irrelevant.

2) Step 2: Organizing

The next step in the writing process is to recognize the ideas into a simple outline and told the main idea.

3) Step 3: Writing

The next step is to write a rough draft, by using the outline as a guide, to write the rough draft quickly without stopping to think about grammar, spelling, or punctuation, just getting the ideas down on paper. Probably, there are many errors in the rough draft. This is perfectly usual and acceptable - after all, this is just a rough draft. The errors can be fixed later. Notice that the writer added some ideas that were not in his/her outline. Notice also that he/she added a concluding sentence at the end.

4) Step 4: Polishing: Revising and Editing

In this step, the writer polishes what he/she has written. This step is also called *revising and editing*. Polishing is most successful if he/she can do it in two steps. First, he/she attacks the big issues of content and organization (revising). Then he/she works on the smaller issues of grammar, punctuation, and mechanics (editing).⁶ After revising and editing the draft, the last is publishing/sharing the final copy. The steps of writing process above are very important and must be done to make a good composition. It can also be described as follows:



Figure 1
Writing Process

⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing: second Edition*, (New York: Pearson Education, Inc, 2007), P. 20.

d. Narrative Text

1) Definition of Narrative Text

“Narrative text is a story which told about past event. Most narratives are told in chronological order (the order in which the events occur)”.⁷ According to Leonard Webster and Patricie Mertova “Narrative is well suited to addressing the complexities and subtleties of human experience in teaching and learning”⁸. Kusdianto Kusuma Rahman states that “Narrative text is a text that contains about story, legend, short story or myth.”⁹ This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot.

From definition above the writer can conclude that narrative text is a story which tells us about something interesting that has purpose to amuse, entertain for the readers or viewers.

⁷ Emily Hutchinson, *Narrative Writing*, (United State of America: Saddleback Educational Publishing, 2005), P. 10

⁸ Leonard Webster and Patricie Mertova, *Using Narrative Inquiry as a Research Method an Introduction to Using Critical Event Narrative Analysis in Research on Learning and Teaching*, (London: Routledge Taylor and Francis Group, 2007) P. 1

⁹Kusdianto K. Rahman, “Definition of narrative text”, <http://www.idwrite.com/2015/04/definition-of-narrative-text.html>, accessed on 11-06-2016, at 13,15.

1) Characteristics of Narrative Text

a) Social Function

The social function of the text is to amuse, to entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution¹⁰

b) Generic Structure

A narrative text should have many part or generic structure namely orientation, complication, and resolution like what is sated below:

1. Orientation: It introduces the participants and inform the time and the place.
2. Complication: It describes the rising crises which the participants have to do with.
3. Resolution: It shows the way of participant to solve the crises, better or worse.

2) Language Feature of Narrative

Linda Gerot and Peter Wignell states that language features of narrative are:¹¹

¹⁰ Entika Fani Prastikawati and Siti Musaokah, *Writing 3 Handouts and Assignments*, P. 15

¹¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), P. 204

- a) Focus on specific and usually individualized participant
E.g.: Shifu, Malin Kundang, Aladdin
- b) Use of relational processes and mental processes
E.g.: Malin's Mother was sad
- c) Use of temporal conjunctions and temporal circumstances
E.g.: a few years ago, sometimes, once upon a time
- d) Use of past tense
E.g.: lived, stayed, and was
- e) Use of verbal processes
E.g.: said, told, and promised
- f) Use of material processes
E.g.: the bomb exploded

Narrative are more demanding than recount because they highlight a complication in the sequence of events. In the narrative, the writer makes the plot suspense as she/he evaluates the complication.

3) Types of Narrative

a) Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define

legend as folktale. The example of legend in narrative text are Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu, The story of Toba lake

b) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, The story of monkey and crocodile.

c) Fairy tale

fairy tale is an English language term for a type of short narrative corresponding to the French phrase "*conte de fée*". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are Cinderella, Snow white, Pinocchio, Beauty and the beast, The story of Rapunzel.

d) Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the

extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are to the Moon from the Earth by Jules Verne, starship Trooper by Robert Heinlein, a Space Odyssey by Arthur C. Clark.

4) The Example of Narrative Text

The following story is the example of narrative text and also including the generic structure.¹²

Table 1
Example of writing text about Malin Kundang

Orientation	A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.
Complication	One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang

¹² Gus Man, *The Legend of Malin Kundang*, (thevanilablue.blogspot.com, 2014)

	agreed. He left his mother alone.
Complication	Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".
Complication	An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail
Resolution	In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

e. Purpose of Narrative Text

All of the writing text types are made and used for different purposes, especially in narrative text. Based on

Clouse, a narrative text can fulfill any the purposes for writing as follow:¹³

Table 2
Purposes of Narrative Text

Purpose	Sample Narration
To entertain	An account of your first meeting with your father-in-law, when you mistook him for an annoying insurance salesman
To express feelings	An account of what happened when your best friend betrayed you
To relate experience	An account of time you got lost in the woods for two days
To inform (to explain what happens when a person is arrested)	An account of the time you were wrongly arrested for shoplifting
To inform (to teach a lesson)	An account of a time you got in trouble for cheating
To persuade (to convince the reader that community service should be required in high school)	An account of the community service you performed as a high school senior

f. Importance of Teaching Narrative Text in the Classroom

Writing narrative text is the students' written task which can train their way of thinking in writing about events in a story in chronological order. Narrative text is important to be taught because of consisting of stories.

¹³ Barbara Fine Clouse, *The Student Writer: Editor and Critic*, (New York: McGraw-Hill Companies, Inc, 2008), P. 186.

Stories can be easy to entertain, instruct, clarify, and persuade the students. They can also show them how the world works, how people behave, and how events unfold. Therefore, stories can help the students to understand and cope with the world someday in the future.

A history textbook can be categorized as a narrative text. It tells the stories in the past, so students can learn the important things from the past and change it to be better in the present and future. In the class, the teacher can add the story with morals to tell and teach them to learn about good attitudes and behaviors.¹⁴

2. Media

a. Definition of Media

As known media is the great tool to find out the hidden information. Media has been dominating human live since before. It is around them, so they can find it everywhere. They use the media to find out or understand something new in every cases. Media is made in various types and substances. Djamarah and Zain said that “The word of “media” is derived from Latin and the plural form of word “medium”, which literally means “mediator or

¹⁴ Clouse, *The Student Writer: Editor and Critic*, P. 186.

conductor.”¹⁵ Thereby, media is a vehicle of transferring information of knowledge or message.

Based on the definition above, the media has important part of human to get information easily. In fact, media can act as a facilitator in the teaching-learning process. Therefore, the teacher can teach the English lesson by applying a media, because it will be easier the students to understand about the lesson.

b. Kinds of Media

The teacher's creativity in using the media can increase students' comprehension in understanding the lesson in the class. There are many kinds of media that can be applied in teaching-learning activity. According to Djamarah and Zain, media is divided into three types, namely audio, visual, and audiovisual media. Audio media refer to sound element, visual media refer to visual element, and audiovisual media refer to both sound and visual element.¹⁶

In addition, Gebhard added that in the media itself, including various kinds of materials, and he specified and classified them in four general categories as the following:

¹⁵ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT RinekaCipta, 2006), P. 120.

¹⁶ Djamarah and Zain, *Strategi Belajar Mengajar*, P. 124.

1) Listening/viewing materials

Silent films; TV commercials, quiz shows, cartoons, news, comedy show, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, film, and children's songs; home videos; professionally videotaped travel logs, documentaries, and sales pitches.

2) Visual materials

Slides; photographs; paintings; sketches; drawing by children; stick-figure drawings; wordless street signs; silhouette; calendar pictures; pictures from travel; news, and popular magazines; ink blots; postcard pictures; wordless pictures books; stamps; X-rays.

3) Printed materials

Newspaper, articles, cartoons, advertisements, movie advertisements, astrology columns, sport reports, obituary columns, and advice columns; travel magazines science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children's song; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; departments store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver's licenses; comic books; greeting cards; business

cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired.

4) Regalia used in EFL/ESL Classrooms

Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, *walky talkies*, candles, fly swatters, string, thread, chewing gum, glue, rules, tacks, paper clips, rubber bands, trains, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks, mannequins.¹⁷

From those categories, not all of them can be applied in the classroom, so teacher should choose one of the appropriate media that can be used in teaching the students by considering to the objective of learning, the effectiveness, the efficiency, the function, the cheapness, and related to the material of learning.

¹⁷ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (Ann Arbor: The University of Michigan Press, 2009), P. 103.

c. Functions of Media in Teaching-Learning Process

Using media in teaching-learning activities is very useful and crucial for the teacher and students. For the teacher he/ she can explain the lesson easily. Meanwhile, if the teacher cannot explain orally, media can be a solution as the tool to connect it. They will use it to facilitate the students in teaching and giving some information to the students, so they can think correctly through the object of media. For the students, media can help them to comprehend about the lesson. It is better because some of them needs something new in daily teaching-learning activity. According to Nana Sudjana (in Djamarah and Zain), there are some benefits that can be obtained by using media in teaching-learning process. They can be seen as follow:

- 1) by using media, it can make the students learn to think concretely and avoid the teacher teach verbally.
- 2) to increase students' motivation, interest, and attention to learn about something.
- 3) to foster students' learning development in order to get good outcome.
- 4) to stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.

- 5) to make the students learn to think regularly and continuously.
- 6) to increase students' critical thinking and help them to develop their ability in using language.
- 7) to help the students getting a better learning experience.
- 8) through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- 9) the teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
- 10) the use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.¹⁸

3. Comic Strips

a. Definition of Comic Strips

Comic is a medium used to express ideas by images, often combined with text or other visual information. Comics frequently takes the form of learned sequences of panels of images. Often textual devices such

¹⁸ Djamarah and Zain, *Strategi Belajar Mengajar*, P. 137.

as speech balloons, captions, narration, sound effects, or other information.¹⁹ Hikmat Darmawan excerpted from McCloud books title ‘Reinventing Comics’ that comic is a medium which is arranged to express or the ideas by an images to persuade, amuse and comprehend the readers. There are parts of comic should be known such as followed:

- 1) arranging images orderly
- 2) giving panel or line to an image
- 3) the image should contain of an information to create the story
- 4) giving a mind balloon or other mark to press the plot of story such as giving bold words to express the emotional of the story.²⁰

From definition above, comic strip can be implemented to the children for comprehending an information because there are some images which have some characteristic in a story. Each comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so on. It also often influences the children’s emotion and feeling while conceiving the

¹⁹<https://en.wikipedia.org/wiki/Comics>, accessed on 8 April 2016, 11.30 WIB

²⁰ Nick Romario, and Rahmatsyam Lakoro, “*Perencanaan Komik Aksi Fantasi Cerita Rakyat Malin Kundang*”, *SAINS DAN SENI POMITS*, (Vol. III, No. 1, 2014), P. 18-23

story. So that, comic strip is a fun medium for students and also developing their imagination.

b. Strengths of Using Comic Strips in the Classroom

Based Morrison, Bryan, and Chilcoat assumptions, there are some reasons why comics have more strength rather than other teaching materials as follow:²¹

- 1) it is evident that comic is familiar to and popular with middle and high school students.
- 2) the comic is a form of literature that students enjoy.
- 3) students engage in greater literacy exploration than they otherwise would, due to comics' popular and easily accessible format.
- 4) through comic students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.
- 5) such methodology helps enliven a classroom that can prevents historical content from being boring and meaningless, as it often is in typical classrooms.
- 6) designing a comic book provides an opportunity for students to be creative in the presentation of their writing.

²¹ Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, "Using Student-generated Comic Books in the Classroom", *Journal of Adolescent and Adult Literacy*, (Vol. VL, No. 8, May/2002), P. 759.

7) using comic books also enhances instruction in comprehension strategies.

From these reason, it can be concluded that comic strip has important part of English writing learning process, especially in teaching-learning activity between the teacher and the student in the classroom. By using medium like comic, it hopes can cover and facilitate the student to comprehend English subject with pleasure in the school.

c. The Advantages of Comic Strip in the Classroom

Based on Morrison, Bryan, and Chilcoat, there are some advantages using comic strip in English teaching-learning such as:

- 1) offering students an opportunity to refine their research skill.
- 2) as a methodological tool, the comic book can narrow the scope of research and allow students to crystalize complex issues into logical and orderly patterns of understanding.
- 3) during the process of comic book design, students can select and gather relevant information.
- 4) students examines and then present this information in a visual manner that both informs and entertains.

- 5) students are engaged in cross-curricular activities embracing language arts, visual arts, and content areas.²²

d. The Disadvantages of Comic Strip in the Classroom

There are some disadvantage using comic strip in English teaching learning such as:

- 1) the difficulties of students to understand a sentences, because the grammatical in a balloon comic strip is incorrect usually.
- 2) a single comic strip panel amounts to little more than an example phrase with a picture slapped on it.²³
- 3) comic strip makes people lazy to read, because of rejections on the books that do not display.²⁴
- 4) delivering of the subject lesson through the medium of comic strip too simple.
- 5) the effectiveness of using comic strip medium is only given to students whose visual style.²⁵

²²Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, "*Using Student-generated Comic Books in the Classroom*, P. 760.

²³[http://mediawiki.arts.kuleuven.be/popculwiki/index.php/Advantages and disadvantages of manga as a language learning tool](http://mediawiki.arts.kuleuven.be/popculwiki/index.php/Advantages_and_disadvantages_of_manga_as_a_language_learning_tool), accessed on 26 June 2016 at 19.38

²⁴[http://file.upi.edu/Direktori/FIP/JUR. KURIKULUM DAN TEK. PENDIKAN/197706132001122](http://file.upi.edu/Direktori/FIP/JUR._KURIKULUM_DAN_TEK._PENDIKAN/197706132001122) accessed on 03 July 2016 at 00.13

²⁵ <http://www.eurekapedidikan.com/2015/02/komik-sebagai-media-pembelajaran.html> accessed on 03 July 2016 at 00.13

e. Application of English Comic Strip in teaching Writing of Narrative Text

One of the reason why students are lazy to write is because they regard writing is a complex and difficult English language skill. It needs a long process to master it. Most of them are still confused about what topic will be written by them. Moreover, they are always getting stuck to tell and describe the next plot of story after writing the introductory paragraph. Therefore, comic strip is very useful for the English students to help them develop their ability in writing from the pictorial story.

In the classroom, the teacher can apply it to teach writing narrative text. After explaining about narrative text, he/she can distribute the comic strips to each student, and then ask them to retell and rewrite the story into paragraph in English. This method is very easy to be conducted by the teacher in the classroom, and it will make the students feel fun in writing. Hence, teaching writing of narrative text by using comic strips is an appropriate and recommended method for the teachers to apply in the classroom in the teaching-learning activity.

C. Action Hypothesis

Based on the review of related literature above, the action hypothesis of this classroom action research can be stated that comic strips can improve students' ability in writing narrative text.