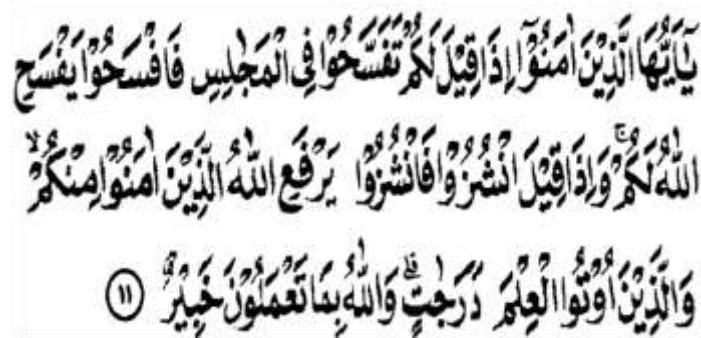# CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) Concept of teaching, (2) concept of reading reading, (3) concept of narrative text, (4) concept of comic strip, (5) the advantages of comic strip, (6) procedures of comic strip, (7) related previous study, (8) research setting.

2.1 The Concept of Teaching

In the Holy Qur'an, Allah promised that Allah will enable those who have knowledge, it relates to Q.S. Al-Mujadallah : 11 as follows:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَـٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَـٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

> Meaning: "You who have believe, when you are told, "Space yourselves" in assemblies, then make space: Allah will make space for you. And when you are told, "Arise," then arise: Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do."

From that Ayat, it can be assumed that Allah will raise the person who had knowledge, and knowledge is very important in our life. Furthermore, we can get knowledge from reading because, reading can help students to get informasion and knowledge from the text.

Brown (2000, p. 7) states that teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand.

Hoffman, et. al.(2008, p. 13) mentioned the teaching of the basics in reading has been the subject of much discussion and some heated debates in both the public and the professional media. It is true that a large number of children will fail in their attempts to learn to read if they do not receive direct, explicit instruction in skills. Teaching reading is difficult work. American Federation of Teachers (2000, p. 11), teaching reading is a job for an expert. Teachers must be awere of the progress that students making and adjust instruction to the changing abilities of students.

Meanwhile, Moore (2001, p. 4) defines teaching is "the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development.

Then, Farrel (2008, p. 23) state that concept of teaching reading is to help students become more aware of their own habits, good or bad, as reflected on reading process. Reading is the instruction recognition of various written symbols with existing knowledge and comprehension of information and ideas communicated. It can be assumed that teaching reading can help student to improve their communication, to get information based on the text, it becomes important to improve their ability. In teaching English as a foreign language, a creative teacher should have teaching strategy or method. Teacher should provide strategy or method that may favour students with different ways in learning,

because teaching never causes learning but rather creates the condition in which learning can occur.

From the explanation above, the writer conclude that teaching is the process of activity between the teacher and the students in which gives the knowledge and guides the students in teaching and learning activity.

2.2   The Concept of Reading

In Islam, reading is very important as the first step to get some knowledge. In the holy Qur'an verse Al-Alaq 1-5, it says:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

"Read the name of your Lord who created. Created man from clots of congealed blood. Read! Your Lord is the most Generous, who taught by pen, taught man what he did not know." (Q.S Al-'Alaq/1-5)

Based on the verse above that the first message from Allah SWT to messenger Muhammad SAW is an obligation to read. It means that reading is very important in education field. The people will give much information and knowledge by reading a lot. The verse above emphasizes that reading skill is used to build knowledge and understanding in order to mastery the word, it is one of important skills in language teaching and learning. In the process of it, the teacher often shows the written text to give new material or just give examples to the students.

Reading is an internal, mental process that cannot be observed or studied directly. Many investigators relate reading to thinking and argue that the two are

inseparable in understanding printed language (Zhou, 2008, p. 12). Meanwhile, Pearson and Koppenhaver (2010, p. 2) state reading is not pronouncing the writen word, but understanding what the written word means. Then, Zhao and Zhu (2012, p. 115) state that reading is an active process and readers are not the passive receivers of text information.

Nunan (2006, p. 69) defines reading as a set of skills that involves making sense and deriving meaning from the printed word. In the process of reading, the reader interacts dynamically with the text. The reader makes meaning through the combination of prior knowledge and previous experience, information available in text and immediate, remembered or anticipated social interaction and communication. According to Pang, Muaka, & Bernbardt (2003, p. 6) reading is about understanding written texts. It can be reasonably argued that learning to read enables a person to comprehend written language to the same level that he/she comprehends spoken language. It means that reader's prior knowledge can help the readers to comprehend the text and get knowledge and information from the text.

Based on the explanation above, the writer conclude that reading is one of the most complex skills in English and reading plays are important role in many aspects of life. It means that by reading the students will know what is going on and perhaps will keep up with the development in students' surroundings. By reading, the students can improve their vocabulary, give the students some information that happen in this world. And also reading can increase the knowledge students' need. That's why reading is very important in students' life.

Whereas, reading comprehension can be defined as the ability or skill to understanding the writer's text or the message of writen language of what the read of the text.

2.3   The Concept of Narrative Text

A narrative is a kind of text types composed both in written and spoken forms, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that the students are expected to use early on in their school life. The general concept of narrative can be derived from Longman Dictionary of Contemporary English, that is a description of events in a story, while Michigan Genre Project (2004, p. 3) stated that " narration is the act of telling a sequence of events, often but not always, in chronological order". Then, narrative is defined as the act, process or skill of telling a story. Moreover, narrative text is an imaginative story to entertain and engage the reader in an imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Furthermore, Dietsch (2006, p. 86) states that:

> "Narrative paragraph tell a story or relate an event or anecdote. The researcher often sets the scene first, telling who or what when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarify. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end".

Based on the definition above, narrative text can be regarded as a kind of text that purposes to tell a story which contains a series of events or actions chronologically. The purpose of this text is to entertain or to amuse the readers or

listeners about the story. Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, epic) and its plot consists of climax of the story (complication) then followed by the resolution.

2.4   The Concept of Comic Strip Strategy

Comic is a powerful tool for the teaching of reading and literary analysis at any grade levels. It is evident that comics are familiar to and popular with middle and high school students. The comic is a form of literature which students enjoy (Morrison, Bryan & Chilcoat, 2002, p. 759). Therefore, McVicker (2007, p. 86) states that using comic strip as an alternative text structure for reading alters the child's view of traditional text structures such as narrative texts, nonnarrative texts, and poetry. In addition, children who struggle with reading often report that they do not read for pleasure. This can be attributed to the difficulty they have experience when they approach the task of reading.

Furthermore, the aim of Dr. Ali MERÇ'study (2013, p. 62) was to investigate the effect of comic strip on reading comprehension of EFL students. The result of his study was found that high proficient students recalled significantly better than low proficient students. Also, students who read the low-level texts recalled significantly better than the ones who read the high-level texts.

Comic strip is defined in this study as a series of pictures inside boxes that tell a story. Among visual genres, Comic Strip catch many researchers' attention because they are communicative, popular, accessible, and readable, and combine aesthetic perception with intellectual pursuit. Comic Strip communicates using

two major media, words and images of a somewhat arbitrary separation because Comic Strip' expressive potential lies in skillfully employing words and images together (Liu, 2004, p. 229). Comic is one of the visual arts which has been familiar for people around the world. It can be in the form of comic strips (usually found in newspapers or magazines), comic books (manga in Japan), trade paperbacks, and graphic novels (Smith, 2006).

Finally, as the research interest of this study, comic strip had a significant effect on students' recall of both the high-level and low-level texts for both high proficient and low proficient learners of English.

2.5 The Advantages of Comic Strip in Teaching Reading Comprehension

According to Morrison, Bryan, and Chilcoat (2002, p. 759), there are some reasons why comics have more strength rather than other teaching materials as follows:

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 comics 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.

It's related to Hirvela (1996, p. 128), Comic strips are authentic, and using authentic material is very important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine text successfully that can motivate them and build their confidence. Furthermore, by reading comics in the class, "learners are asked to generate personal responses to something in the text, responses which necessitate the production of original discourse". Consequently, comic strips can be used not only for reading exercises but also for improving the other three skills.

Based on the definition above, it can be assumed that comic strip strategy is very usefull in reading activity, as one of the best strategy to improve student's reading comprehension. The strategy help students to understand the components or elements of the stories.

2.6 Teaching Procedures by Using Comic Strip

In teaching reading comprehension using comic strip strategy, the students can get the main point from the author as far as they can. Comic strip strategy is one of the effective strategies in reading. According to Zwiers (2004, pp. 87-88), there are several teaching procedures using Dialogue Comic Strip strategy as follows:

1. Give each student a copy of the Dialogue Comic Strip to tell students to modify or create three of the most important conversations from the text

and fit them in the dialogue bubbles. Students should not copy any actual dialogue from the text. Encourage them to infer dialogues that might have happened, but point out that they should have evidence to support their inferred dialogues.

2. Have students put the speakers' names in the parentheses. They also can add quick drawings of the speakers, if desired.

3. Have students write an explanation in each lower box for why each conversation was important. They should relate it to the main idea of the text.

4. Have students share their responses with a partner or group.

2.7 Related Previous Studies

There are two previous studies which are related to the writer's present study. The first is journal entitled "Effects of Comic Strip on L2 learners' reading comprehension written by Liu, J. in 2004, The result of an experiment study was investigating the role of Comic Strip on ESL learners' reading comprehension.

The similarity between the previous study and the present study is both of these studies using Comic Strip strategy. While the differences between previous study and present study are the previous related study used comic strip strategy for the effects of visuals on L2 reading comprehension of a group of seventh-grade ESL students, while the writer of present study used comic strip strategy to improve students' reading comprehension to the eighth grade of SMP PTI Pakjo Palembang.

The second thesis entitled "The effectiveness of teaching using Comic Strip to facilitate students' reading comprehension skill on narrative text", written by Farida Arroyani in 2010, the objective of her study was to determine the Comic Strip to facilitate students' reading comprehension skill on narrative text.

The similarity between the previous study and the present study is both of these studies using Comic Strip strategy. The differences between previous study and present study are the previous related study used comic strip strategy to determine using Comic Strip to facilitate students' reading comprehension skill on narrative text, while the writer of this study used comic strip strategy to improve the reading comprehesion. The population of the previous related study to facilitate students' reading comprehension skill on narrative text, while population of present study is the eight students of SMP PTI Pakjo Palembang.

2.8   Research Setting

SMP PTI Pakjo Palembang is built on a land area of 1500 m² and 15 m² with sports fields. The land is located on Jl. Inspektur Marzuki, Sei Seputih Pakjo Ilir Barat I Palembang South Sumatra. Phone number: (0711) 410248 and zip code: 30137. The authenticated by a notary Aminus, SH that foundation was given by H. M. Akip to K. H. Mawardi, M. SMP PTI was established on August 05, 1969, with the number. W. 20 / 91/32/1990, the statistical numbers NPSN: 20411600110/10609573 and in 2012 SMP PTI Pakjo Palembang was accredited B. There are 42 teachers, Table 1 shows the data of the teachers.

Table 1
The data of Teachers 2013-2014

No	Nama	NUPTK	Tugas Mengajar
1	Indarwan, S. Ag	1944753655200012	Headmaster/Kepertian
2	Sarnubi, S. Pd. M. Si	2462751653200002	Wa.KS.Kurikulum/Matematika
3	Thomas Ferdian, S. Pd	14002161981199392	Wa.KS.Kesiswaan/Matematika
4	Nanang, S. Pd. I	5438757658200032	Wa.KS.Sarana Prasarana/Pend. Agama
5	Budiman, S. Ag	9234750652200013	Pend. Agama
6	Drs. Erdiani	0947743645200022	Pend. Agama
7	Warnida Laili, S. Pd	4956745646300013	B. Indonesia
8	Sunarni, S. Pd	6948752653300042	B. Indonesia
9	Siti Namisah, S. Pd	7936748651300012	B. Indonesia
10	Rika Apriani, S. Pd	-	B. Indonesia
11	Mursidah, BA	1552739643300003	Al-Qur'an Dasar
12	Darmadi, S. Ag	-	Al-Qur'an Dasar
13	Munziri, S. Pd. I	2853758660200022	Al-Qur'an Dasar
14	Mu'adin, S. Pd. I	-	Kepertian
15	Hj. Maryani, S. Pd	-	IPS
16	Paisol, S. Ag	5837747649200012	IPS
17	Emiyati, S. Pd	8440756657300002	IPS
18	Drs. Umang Sudarsa	4946733636200010	IPS
19	Baldi Anggara, S. Pd. I	-	IPS
20	Samsiah, S. Pd	-	IPS

21	Elvi	-	IPS
22	A. Hari Wijaya, S. Pd	-	Seni Budaya
23	Kurnaini	7755774564830003	Seni Budaya
24	Permani, S. Pd	-	PKN
25.	Yuliniar, S. Pd	-	PKN
26	YudithAnggriani,S. Pd	-	B. Inggris
27.	Oktavina Nirmala, S. Pd	-	B. Inggris
28.	Rosdiana, S. Pd	2245746649300010	IPA
29.	Nur Adha Rini, S. Pd	9453755657300003	IPA Fisika
30.	Drs. Harun	-	IPA
31.	Nurhayati, S. Pd		IPA Biology
32.	Sumira, S. Si	1940755657300012	Matematika
33.	Herlinawati, S. Pd	-	Matematika
34.	Junmida, S. Pd	-	Matematika
35.	Wirdayetti, ST	4736748650300102	Elektronika
36.	Sukaisi, A. Md	3835755658300002	TIK

37.	Wardana, S. Pd	1848744649300002	Penjaskes
38.	Metri Febriyanti. S. Kom	-	Komputer
39.	Tukini, A. Md	5342761663300013	TU. Keuangan
40.	Las Wantri, A. Md	1262761663200033	TU. Administrasi
41.	Puspita Yanti, S. Pd	-	BP / BK
42.	Ani Hartati, S. Pd	-	Ka. Perpustakaan

(Source: SMP PTI Pakjo Palembang academic years 2014/2015)

In this study, the writer took the eighth grade students as the population of this study. There are two English teachers of SMP PTI Pakjo Palembang, but in this study, the English teacher of the eighth grade students is Oktavina Nirmala, S. Pd. She teaches three classes of eighth grade students of SMP PTI Pakjo Palembang which has 100 students.

In the year 2013/2014 SMP PTI Pakjo Palembang has 272 students, they are 62 students at the seventh grade, 100 at the eighth grade and 110 students at the ninth grade, The total number of clesses in this school consist of 8 classes, 2 classes for the seventh grade, 3 classes for the eighth grade and 3 classes for the ninth grade.

Table 2
The data of Students 2013-2014

No	Class	Number Of Students		Total
		M	F	
1	VII.1	27	4	31
2	VII.2	26	5	31
		53	9	**62**
3	VIII.1	12	18	30
4	VIII.2	17	23	30
5	VIII.3	13	17	40
		42	58	**100**
6	IX.1	18	19	37
7	IX.2	18	19	37
8	IX.3	17	19	36
		53	57	**110**
Total		**148**	**124**	**272**

(Source: SMP PTI Pakjo Palembang academic years 2014/2015)

The third table is the total of rooms, there are 8 rooms consists of classrooms, and the other rooms consist of headmaster room, teacher room, administration staff, Security rooms, warehouse, library, UKS room, toiled, computer room.

Table 3
Rooms at SMP PTI Pakjo Palembang

No	Name	Total	Condition
1	Headmaster' Rooms	1	Good
2	Teacher Class	1	Good
3	Administration staff	1	Good
4	Class Rooms	11	Good
5	Security room	1	Good
6	Warehouse	1	Good

7	Library	1	Good
8	UKS Room	1	Good
9	Toilet	4	Good
10	Computer	1	Good

(source:Administration of SMP PTI Pakjo Palembang)

The vission of this school are knowledge, charity, faith and *akhlakul karimah*. The mission are:

a. Performance in academic and extracurricular

b. Produce graduates who are able to compete on the next level of education

c. Principles of worship in every activity and effort

d. Uphold the principle of *amar ma'ruf nahi munkar*

e. Build practicing faith and devotion

f. Practice *akhlakul karimah.*