

CHAPTER II

THEORETICAL REVIEW

A. COMIC STRIPS

1. Definition of comic strips

There are many media of learning in which used by the teacher when teaching language, especially English that as the first language in this world. The medias of learning that used must be appropriate with the learning process. One of them is usage comic strip.

Comic is a part of Indonesia and Japan's culture, and in its development, there are many similarities and differences that could be seen clearly. The similarities are shown at the early history, and the influence of European and American comics. The differences could explicitly seen at the modern developments, as the Indonesia

comics downfall and manga's (Japanese comics) booming, which spread and influencing the whole world.⁴

Some expert characterize comic strip as a drawing on the student's pencils, erasers, lunch box, advertisements and is shown on television or news papers so people can see their comical aspect.⁵

Today, comic strip usually is used to give some critical to the people that are in the government. Reading comic strips in a political sense can deliver critical points about a society's heated problem. In other words, comic strips are not just an artistic creation that shows off its humorous aspects but it also contains a plea, a suggestion or an advice of the ethical standars of a society.⁶

Basically, comic strip contains of some picture in which usually all the people call as cartoons. The cartoon is a drawing

⁴Sissy N. Rhim, "*Perbandingan Sejarah Serta Perkembangan Komik Indonesia dan Jepang*", forum: Jurnal Ilmiah Lingua STBA LIA Jakarta, vol. 8, No. 2, (Oktober, 2009), p.139.

⁵E.M. Dukut, "*Comic Stip*" Celt: a Journals of Culture, English Language Teaching & Literature, vol. 1, No. 1, (December, 2001), p.64

⁶Ibid, p.65

made on the paper in preparation for and in the same size as a painting, tapestry, mosaic, or piece of stained glass.⁷

According to the theory above about comic strip, the writer can define that the comic strips are actually narratives that told by means of a series of drawings arranged in horizontal lines, or strips or rectangles called panels and read like a text from left to the right. Characteristically, it usually depicts the adventures of one or more characters in limited time sequences. The dialogue is represented by words encircled by a line, called ballon, in which issues from the mouth or head of the character speaking. Sometimes, captions also appear.

2. The Impact of Comic Strips

There are some the effect of comic strip:

1) Music

In music, there are a number of songs that are derived from the comic. For instance, Yes, We Have No Bananas.

⁷ibid

2) Film, Radio, Television

In films, radio, and television, comic strip characters are found everywhere and at anytime.

3) Food and Fashion

The influence of comic strips characters has also affected the American culture's eating habits.

4) Language

Comic strips have influenced modern language that has been permeated with idioms and onomatopoeic words created. For instance, the code word for the Allied Forces on D-Day is "Mickey Mouse" and Thomas A. Drogan's strips have introduced the slang words such as "twenty-three skidoo, cat's pajamas, yes-we have no bananas" to Americans.

5) Education

In addition to the four categories above, the comic strips influence the educational section. Because comic strips have such an influential market in books, some fear that it will

disrupt children education. However, educators eventually see the beneficial side of it. With the nine out of ten children who have their first exposure to print by reading the comics and whose habit is continued to their high school years, felt overwhelmed with the idea that some classical subject can be formatted into comics.

B. THEORY OF WRITING

1. Definition of writing

Writing is one of the important think from four basic skills in English learning. By writing we are giving time to think, trying our ideas on paper, choosing our words, reading what we have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

There are many peoples who want to success in studying by making a written, such as book, article, journal, short story, paper, thesis, etc. Elizabeth Hening takes the definition of writing from Febb& Durant, which “Writing is a tool for thinking, and the

writing of a research paper implies a process of composition, construction and reconstruction.”⁸

Writing is to state ideas, notions, thoughts, or feelings on written expression. To state the ideas on written expression is not easy. We should have competence not only to think well but also to know other related aspects such as written content understanding, written form understanding and motivation to write. Writing can develop our thought and self-expression, such Rosa M. Manchon gives definition writing that:

“...Writing is a tool for developing thought and self-expression, which students have rarely practiced even in Japanese; it prepares them for future work in a world beyond Japan’s borders, or at the very least broadens students’ visions of the world; it is required for students in English-dominant undergraduate or graduate programs (present and future) and for English major...”⁹

Writing tries to create our thinking in a paper, because it is the word that disappears as soon as we are spoken, but in writing

⁸Elizabeth Henning, *et.al. Finding Your Way in Academic Writing Second Edition*, (Pretoria: Van Schaik, 2005), p.2.

⁹Rosa M. Manchon, *Writing in Foreign Language Context Learning, Teaching, and Research* (New York: MPG Books Group, 2009), p.265.

activity makes our creation permanent that can't be lost at the time and usually for long time. Good writer can be reached by exercise and practice more. It has to use good sentence structure, punctuation, and vocabularies in order to the message can be accepted and understood by audience or reader. Henry Rogers said that writing as the used of graphic marks to represent specific linguistic utterances.¹⁰

According to Arthur Hughes, there are five important segments that is valued in writing:¹¹

1. **Grammar**; grammar segment is the segment in measuring the students' ability in writing essay that concern with the students' ability in employment of grammatical form.
2. **Vocabulary**; vocabulary is one of the segments in measuring the students' ability in writing that concern in analyzing the students' ability on using or choosing appropriate word or vocabulary to make good sentences.

¹⁰ Henry Roger, *Writing System A Linguistic Approach*, (London: Blackwell, 2005), p.2.

¹¹ Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press, 1989), p.91.

3. **Mechanic;** mechanic is the segment that concerned to analyze students' ability on using the graphics convention of the language in piece of writing. For example in using punctuation, capital letter, and hand writing.
4. **Fluency;** fluency segment that concerned to analyze students' writing ability on using style and ease of communication. Choice of structure and vocabulary consistently appropriate, like that of educated native writer.
5. **Form (Organization);**the last segment is form; the form segment is measuring the students' ability in writing that concern to the organization of a piece of writing. For example, there are orientation, complication, and resolution in writing.

From the explanation above, the writer concluded that writing is an activity to develop an idea, feeling, expression which written in a paper or on some other material.

a) The Kinds of Writing

According to George E. Wishon and Julia M Burk said that “ the form of writing used to tell or relate is called narration: that used to describe is called description : that used to explain or interpret is called exposition the form of writing used to persuade or argue is called argumentation.¹² The kinds of writing there are :

1. Narration

Narration is the form of writing used to related the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Type of narration include short stories, novels, and new stories, as well as a lagre part of our everyday social interchange in the form of letter and conversation.

2. Description

Description means to tell, description means to show, description is a strategy for presenting a verbal portrait of person, place, ot thing. It can be used as a technique to enrich

¹²George e wishon and Julia burk, *Lets Writes English* (Canada: Van Nonstrain Reinhold ltd, 1980), p. 377

other forms of writing or as dominant strategy for the developing a picture of “ what is looks like”

3. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning, it includes editorials, essays, and informative and instructional material

4. Persuasion / argumentation

Persuasion or argumentation is used in persuading and convincing. An argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as as writer conviction.

b) The Stage of Writing Process

Writing is not easy, it takes study and practice to develop this skill it is important to note that writing is a process not a product. There are four main stage in the writing process¹³: prewriting, planning, writing, and revising draft.

¹³Alice Oshima and Anna Hogue, *Writing Academic English*(wessley; Longman, 1991), p. 3

1. Prewriting

Prewriting is nothing more than getting ready to write. No person would leave on vacation without plans as to where to go. No person would start to build a house without plans as to what it will look like. No person would start to cook a meal without an idea of what would be served. Similarly, no person should attempt to write without a plan for what is to be written.

Prewriting is the time to get the brain focused. Since each person is unique, there can be no single method for focusing the brain. Each writer must find what works best (this does not mean what is done easiest.)

Prewriting can include:

- Listing: Just plain making lists of things which are related to the topic.
- Free writing: Just start writing on topic and don't stop (or even pause) until a predetermined period of time has passed.
- Clustering: Start with a central idea and relate words, phrases, or ideas to it. Use this to find a direction for thoughts.

- Percolating: Thinking about your topic. Deeply examining, with the mind, what needs to be said.
- Reading/Researching: Find information about the subject.
- Discussing: Talk to other people, with varying levels of knowledge on the topic, about the piece.
- Other exercises which help to focus our thoughts.

2. Planning

In the planning stage, you organize the ideas you generated by brainstorming into an outline, the steps are:

- Making sublists in this step towards is to divide the ideas in the “communication problem” list further into sublists and to cross out any items that don’t belong

1. Drafting

This is actually writing the first draft of the piece. Keep in mind a first attempt. It is not completed.

Consider: The first time you traveled to some far away spot you were able to get there, but the traveling was difficult. You may have gotten lost, or at least confused. The second

time you went was probably much better. You were less likely to get lost and the trip was more productive. Each time you went was better than the times before. The same is true of writing.

Think of writing as a trip. Each time you write a draft you are a more knowledgeable person than you were previously and, thus, better prepared to write. Therefore, don't be afraid to cast off an early draft as it was written by a less knowledgeable person than you are at a later writing.

2. Revising

Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate sentences, paragraphs or even pages in order to make a piece clearer. Revision might call for a writer to add sentences, paragraphs or even pages. Some have said that a writer is not really writing until she is revising. This is a reasonable statement. The draft is just an attempt, but revision is the effort to make sense of the writing.

If a final draft strongly resembles the first draft, enough attention has probably not been paid to revision.¹⁴

2. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.¹⁵ When description is mentioned, one tends to think mainly about objectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs.

In description composition you are generally required to describe people, object or scenes. Your description may take the form of a personal impression or may be purely imaginary. Whatever the case to include interesting details, the descriptive paragraph writing is one of the way to make our ability in writing because we can know how do we can write something or about anything. Writing can make us to understand about spelling, grammar for every word to make a sentences.

¹⁴*Ibid.*

¹⁵<http://www.Education.com/definition/descriptive> text, narration and persuasion.

1. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

Identification; identifying the phenomenon to be described.

Description; describing the phenomenon in parts, qualities, or/and characteristics

2. The Language Feature of Descriptive Text

Using attributive and identifying processes.

Using adjective and classifiers in nominal group.

Using simple present tense.

3. Characteristics of Descriptive Text

- a. The use certain nouns, example: my school, Desi's house
- b. The use simple present tense, example: my friend live in the city
- c. The use detailde noun phrase to give information about subject
- d. The use various adjective which characterized describing, numbering, and classifying
- e. The use related verbs to give information about subject

- f. The use thinking verbs and feeling verbs to show personal sight of the writer about subject
- g. The use action verb
- h. The use adverbials to give added information
- i. The use figurative language, like simile and metaphor.