

CHAPTER II

REVIEW OF LITERATURE RELATED

In this chapter, the researcher uses some related theories that related to this study in order to add relevant information in the field. The theories are divided into several parts, writing, narrative text, digital media, webtoon, review of previous study, and hypothesis of the study.

2.1 Writing

Writing is one of four main skills that should be learned in English. Basically, writing is a skill how to connect each words to be good sentences. According to Heaton (1975: 127) writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic. Based on the statement of Heaton, it means that the main purpose of writing is for expressing ideas, thoughts, and writing clearly, so the reader can get the point of what the writers do.

Writing is important for non-verbal communication. According to Brown (2003:219), there are three kinds of writing. First is Academic writing such as essays, theses, papers, and others. Second is Job-related writing such as email, letters, and others. Last is Personal writing such as greeting cards, invitations, messages, and others. It means writing is very important to learn because it cannot be separated with human's daily life.

Writing also has a process, according to Hedge in McDonough and Shaw (2003:163), the writing process is represented by the stages as below:

Getting ideas together - planning and outlining - making notes - making a first draft – revising or redrafting - editing - final revision

Writing process is divided into three stages:

a. Prewriting

Author usually do prewriting or first draft to gain the idea of some subjects that they choose, it can be include some research and daydreaming, note-making and outlining, title-writing and lead-writing. In prewriting process, it usually takes 85 percents of the author's time.

b. Writing

Writing is an act to produce a first draft. After doing prewriting, author gains some ideas and starts to write. Writing usually only takes one percent of writers time.

c. Rewriting

Rewriting usually takes 14 percents of author's time because rewriting includes researching, rethinking, redesigning, rewriting, line-by-line editing until make each words properly placed.

2.2 Narrative Text

Narrative text is one of text that must be given to the students. Narrative text is an imagination story and usually has a purpose to entertain the reader. As an imagination story, narrative can be fiction or real story. Usually, the example of narrative text is legend or fairytale. There are some characteristics of narrative text that were given by Maharani (2007:68) as follow:

- a. The main obvious characteristic of narrative text is 'the use of past tense'. Because the purpose of the text itself is to entertain the reader, it is always related to the real experience which is happened in the past.

- b. Narrative text has '3 general structures'. First is *orientation*, which consists of figure, time and place. Second is *complication* which consists of the events or the problem turned to conflict. Third is *resolution* which consists of solution the problem toward conflict that happened.
- c. Narrative text usually also 'uses conjunction' to put the events. The conjunctions that can be used are *then, before, after, etc.*

According to Pardiyono (2007), There are text elements or generic structures in narrative text, those are: *Orientation*, topic includes activities or events that are 'incredible' that will be told. *Sequence of events*, or usually called complication which are problematic that leads to conflict climax. *Resolution*, contains explanation to problem solving that has been told until achieve the climax.

2.3 Digital Media

Digital media is one of kinds of media that used digitally. The example of digital media can be software, digital images, digital video, video game, web pages and websites, including social media, data and databases, digital audio, such as MP3 and electronic books. Different with print media, It is combined with internet and personal computing. Digital media has caused disruptive innovation in publishing, journalism, public relations, entertainment, education, commerce and politics. In this modern era, education itself has been using digital media for learning process. Using internet and many applications that freely downloaded, teachers are able to follow the development of this modern era.

According to Dewdney and Ride (2014), there are two concepts in digital media, those are interface and interactivity. Interface considers both the physical apparatus by which we communicate through and with a computer as well as the conceptual, metaphorical and practical designs of graphical user interfaces.

Interactivity rehearses the arguments for for and againts interactivity, being the defining feature of digital media as radically new cultural form.

Based on the concepts, there are several example of media which had been digitally used. One of them is webtoon.

2.3.1 Digital Media in English Language Teaching

Nowadays, digital media is more important than other kind of media as a communication tool in many aspects. One of the aspects is education aspect, which means media is also important in language teaching process. The existence of digital media that is selected and used appropriately by teachers will help the students to gain information more easily. As stated by Arsyad (2003:26) that there are some advantages of media in teaching and learning, those are:

- a. Media can clarify the image of information that can improve the process of teaching-learning activity.
- b. Media can enhance students' attention so that media can lead students' motivation in learning. It means, the more direct interaction between students and their environment, the more students learn independently in accordance with the abilities and interests.
- c. Media can provide a common experience for students about their environment.

While according to Nana Sudjana (in Djamarah and Zain 2002:15), as same as general media, there are other benefits that can be gained through digital media in teaching process, as follows:

- a. It makes students learn how to think concretely and avoid the teacher teach verbally.

- b. It increases students motivation, interest, and attention to learn about materials.
- c. It helps students' learning development in order to get good outcome.
- d. It stimulates students' way of thinking in learning materials from their own real experience towards the objects of media.
- e. It makes students learn how think regularly and continuously
- f. It increases students how to think critically and helps them to develop their ability in using language.
- g. It helps students to get a better learning experiences.
- h. It makes the learning material become easier to understand by the students and helps them to achieve the learning goals.
- i. It helps teachers to have various teaching methods.
- j. In the classroom, it helps to encourage students to do many activities such as observing, applying, and demonstrating.

2.3.2 The Effectivity of Media in English Language Teaching

Effectivity is the level of success that can be achieved from a particular efforts in accordance with the objectives to be achieved. It also applies to teaching-learning media, which can be concluded that as an effective media, it has to fulfill the characteristics as follows: (a) It can affect the learning process, (b) It can give a change to learning process, (c) It can bring the significant result in learning process.

According to Dunne (1996), media can concluded as effective if it has two criteria. First, media can make the students get an ability or skill that is approved by teachers. Second, media can make the students learn the material easily. The criteria of effectiveness of media are able to use in many skills, including writing.

2.4 Webtoon

2.4.1 Definition of Webtoon

Webtoon is a form of “website” and “cartoon”. It firstly appeared in Korea before becoming so popular among the world. At first, many difference terms to call these digital comics which was published only on websites. One example is webmic (a compound of “web” and “comics”), which soon lost out to webtoon (a compound of “web” and “cartoon”). In 2000, one of Korean web portal had created a new site for internet comics named “Webtoon”. Then webtoon became the standard term for comics that are created and consumed only through the internet in South Korea. (Cho, 2016)

Korean webtoon has started to spread internationally through online communities of foreigners who studied culture and language of Korea. But fortunately as it spread internationally, now webtoon has been translated into several languages, including english. Many people like to read webtoon, especially in Indonesia. Because in fact, webtoon has many different types of readers with varying tastes so it provides many genres and interesting stories. Same as comic generally, it has pictures and narration so that the reader will understand the story through the picture and the narration. Besides that, one major reason of the popularity of webtoon is their easiness to access. Everyone with internet access can read webtoon anywhere and anytime, and luckily there are some portal which had created application for webtoon, such as “daum”, “kakao”, and “naver”. It means the readers can download the application to their smartphone and they can easily access it by using smartphone which is connected to the internet. (Sohn, 2014)

2.4.2 Webtoon in Teaching Writing

Actually, there are three kinds of media. First is audio media which have sound and only can be listened, such as music, recording, and others. Second is visual media which are formed by pictures and only can be seen, such as photo, picture series, comic, and others. Third is audio-visual media which have both sound and picture. It can be listened and seen, such as movie.

In this research, webtoon as a teaching media can be categorized as a visual media, because through smartphone, the readers only can read the narration and see the pictures. The use of webtoon as a teaching media has an important role to increase students' interest in learning, because the display of webtoon takes students into a joyful atmosphere in learning (DePorter, Reardon, and Nourie). The joyful feeling in learning is a form of emotion that activates the brain to be able to receive the learning material easier. Goleman states "Research tells us that without emotional involvement, the brain's neural activity is less than it takes to attach a lesson to memory." Especially at teenager's age, most students still have visual learning styles that will be easily to activate their memories through images captured by the eye (DePorter and Hernacki).

Wright (1989) argues that actually comic strips or webtoon are a sequence of pictures which is related to a narrative text. In addition, comic strip helps the students to develop their writing skill. It means webtoon as website cartoon will also help students to improve their writing skill in narrative text.

According to Wright (1989), media which have series picture like comic strips or webtoon can be used as a tool to create many interesting activities such as in teaching writing. Wright also stated that there are several roles of series pictures in teaching writing. First role is pictures can motivate the students and make them to pay more attention in the teacher. Another role is pictures can

stimulate, and provide information to be referred in discussion to write narrative text. It means that it helps students to gain an information and idea so they can write a text without lacking of idea.

Furthermore, series picture also has two advantages in teaching writing. The first is it helps the students to brainstorm and gather the ideas from the series picture itself. Another advantage is it is considered as simple affordable, and relatively easy to get. Seeing those advantages, it means series picture which also kind of webtoon will help the students to write any kind of text, especially narrative text.

2.5 Review of Previous Study

The researcher found the similar final project which supported the research of researcher itself. The first similar final project was written by Erika Yulia Puspitasari from Yogyakarta State University with the title The Use of Picture Series to Improve the Writing Skill of Tenth Grade Students of SMAN 1 Srandakan. In her research, the result was the aspect of mechanics of writing was improved because the students started to pay attention to the punctuation and spelling. Beside that, the students' motivation to learn english especially in writing skill was also improved.

Second similar final project was written by Intan Wahyu Saputri from Yogyakarta State University with the title Improving the Writing Skills of Recount Texts By Using Picture Series For the Eight Grade Students of SMP Muhammadiyah 2 Kalasan. In her research, the result was the students could develop any ideas to their recount text. It means the content aspect of writing was improved.

The last similiar final project was written by Royanti from State University of Semarang with the title The Use of English Comic to Improve

Students' Ability In Story Telling. In her research, the result was the students could develop their story telling skill by using English Comic. It was proved by the development of the average scores, the group that used comics as medium in story telling got better improvement than the group without it.

The results of those similar final projects are considered to be successful. So the researcher tried to conduct a same research by using different medium, which is webtoon to develop the students' writing skill, especially in writing narrative text.

2.6 Hypothesis of the Study

H_0 = There is no significant result for the students between before and after implementing this research.

H_1 = There is significant result for the students between before and after doing this research.