

CHAPTER II

LITERATURE REVIEW

2.1 English Learning Module

English learning modules are systematic and structured teaching resources to help students learn the material that will be guided by the teacher. According to Ahmad Arimuliani (2017), A module can be an optional instructional media, which is a set of instructional materials presented systematically, then the students can learn with or without a lecturer. Meanwhile according Arum et, al., (2016: 240) states the learning module is a teaching material that is structured and presented systematically to achieve the goals and competencies to be achieved. The modules are designed using easy-to-understand language to suit the age and language level of the learners. In addition, the modules should also include new vocabulary to enrich the readers' vocabulary. Modules for school learning will be standardised in accordance with the applicable curriculum. Based on Sihombing et. Al., (2021), the development of teaching materials must be arranged systematically and must be adjusted to the curriculum, learning tools and the principles of the teaching materials themselves, so that the teaching materials can be used optimally and provide many benefits, including fostering student interest and motivation, enabling them to master the material provided, and promoting independent learning.

The English learning module contains various aspects such as vocabulary, grammar, reading, writing, listening, and speaking. Modules are prepared in accordance with the applicable curriculum and also adjust to the level of students' abilities. Based on Megawati (2016), students' abilities in learning English should include mastery of three aspects: pronunciation, grammar, and vocabulary. English language learning is focused on four main skills: listening, speaking, reading, and writing (Setyawan et al., 2018). A module that is read must be able to improve a reader's skill in understanding English. As in writing, writing allows us to express ourselves and our ideas. Writing is very effective in learning English, because by writing, it is easier to understand and memorise new vocabulary. Based on Hidayati et. al., (2022), Producing good writing that meets the rules of writing is the goal of every author or student because it is significant for the success of every student or writer in learning the language. Listening skills are one of the most important aspects of learning English. The curriculum modules that students

receive from school also include listening sessions. By getting used to listening to conversations in English, students understand the material that teachers provide in class. In addition, outside of class, students will be able to understand daily conversations, music and discussions on social media in English. By getting used to listening to conversations in English, students will find it easier to pronounce words and understand intonation when speaking. (Jafari et, al., 2015), emphasised that listening is a channel for comprehensible input, and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening. Besides writing, listening, and speaking, reading skills also play a very important role in student learning. Students can expand their vocabulary, improve their grammar, and get used to seeing texts in English. Students who enjoy reading will develop into critical thinkers through analysis and inference. Reading is not limited to English language learning modules; it can also be done through novels, comics, newspapers, or articles available online. In addition to improving reading comprehension, students who work in groups develop certain collaborative skills such as being more sensitive and able to make more effective decisions due to high-level participation and interaction (Gonzales & Torres, 2016).

2.2 Comic Book

According to Harriet (2020), comic books are part of the reading diets of people of all nationalities, ages, genders, and educational levels. Comics usually have distinctive characteristics in the form of short dialogue, narration, or sound effects. Comics are packaged using images that contain visualizations of characters, settings, time backgrounds, expressions and other visual elements. Comic text is presented with bubble text for conversation and narration boxes for storyline.

According to Koutnikova (2017), explains that comics represent an excellent way of encouraging children to think creatively. From the beginning, people have felt the specific power of picture-based stories. Comics can help readers understand the meaning conveyed through the images presented. Comics can be enjoyed by people of all ages and language levels. It is undeniable that comics designed for teenagers are also read by many adults who are attracted to their visuals, concise sentences, and the stories they tell. In addition, comic readers may be attracted to reading because of the characters' appealing appearances. According to Mouzaki, Sagri, and Sofo (2018), as

students become familiar with new, nearly cinematic computer games and interact with virtual characters, they have the potential to develop their own interactive stories. Comics are not only a form of entertainment; they can also play a significant role in education, such as language education, science, and social studies.

Based on Akcanaca (2020), in language education, comics can effectively enhance students' or readers' learning in English, serving as an alternative and effective source for reading practice. In science, comics can illustrate ecosystems, natural biomes, or laboratory safety procedures. In social studies, comics can depict history and culture. The first is to position stories that might be interesting for students in a certain context, whereas the second is to establish a meaningful bridge between the concepts discussed and the students' real life.

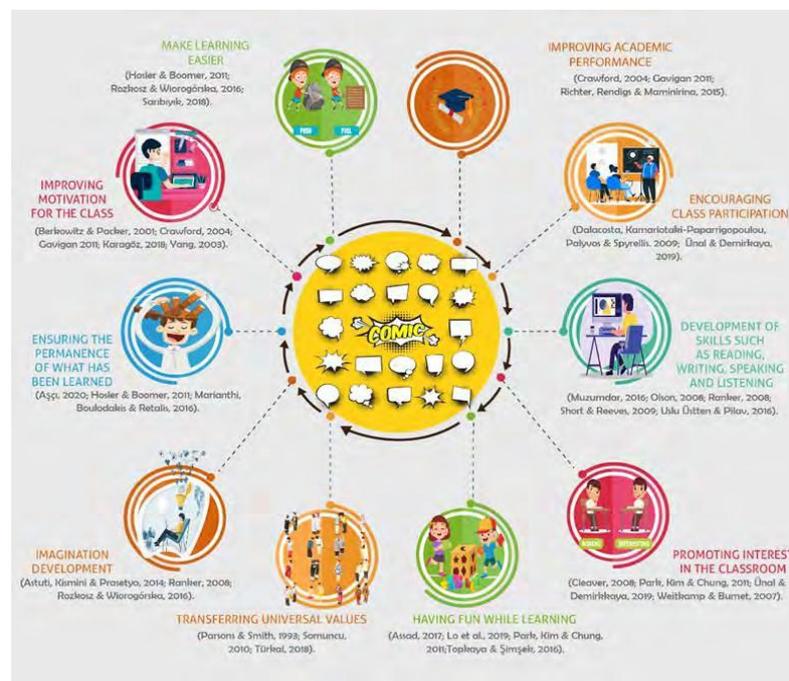


Figure 2.1 The benefits of comics by Akcana (2020)

This figure explains the benefits of comics in the education and training process. Akcanaca (2020) said that the inclusion of comics in the education process affects children positively in many related ways. The fact that comics improve the level of children both in terms of skills and cognition is considered to be important for the future lives of children as well as their current experiences.

2.3 Supplementary materials

In this research, the comic functions as one of the supplementary materials that supports the *Bahasa Inggris Nusantara* module for grade 7 students. The comic is designed not only to facilitate students' understanding but also to assist teachers in delivering English lessons more effectively. By providing supplementary materials, teachers can fill the gaps that are found in the textbooks (Utami et al., 2022). Teachers can use supplementary books in teaching, it is also suggested for the students to read them to improve their knowledge (Ikhsanudin, 2020).

Supplementary materials activate learning and help retain information due to the fact that students' learning styles are taken into consideration (Cherrez et al., 2018). Supplementary materials provides the basis for the use of meaningful real language through interesting contents and extended contexts, which enables the learners to become more motivated and active in learning the target language and willingly participating in it (Thakur 2015).

2.4 Junior high school

Junior High School (SMP) is a level of basic education in the formal education system in Indonesia with a study period of three years (Resyanda, 2023). Junior high school, known in Indonesia as *Sekolah Menengah Pertama (SMP)*, is part of Indonesia national formal education system and serves as the second level of compulsory education following elementary school (*Sekolah Dasar*). It typically accommodates students aged 12 to 15 and covers grades 7 to 9 (Sukmayadi & Yahya 2020).

In this study, the author focuses on 7th grade secondary school students. 7th grade secondary school students, or first-year secondary school students, are usually aged 12 to 13 years old. The 7th grade at SMPN 5 Bogor is divided into 9 classes, with 36 students in each class. Thirty-six students is the standard number of students in each class at this school. In this study, the students who participated in the main field test for this comic were all 7th grade students from all 9 classes.

2.5 Learning of English Expression

The process of learning English as a foreign language in Indonesia remains a daunting task for some students in Indonesia (Tambunsaribu et al., 2021). Language plays a very important role in everyday life, for communicating ideas to other people.

Language skills are fundamental for everyone to express themselves, starting from their feelings, desires, opinions and needs as individuals (Susanthi, 2021). The indicators of English mastery competencies academically can be measured from the four language skills. Those language skills are listening, speaking, reading and writing skills (Nurhidayah, 2021).

Junior high school students, especially those at CEFR level A2, are expected to understand and use simple expressions related to personal experiences, daily activities, and school life. The focus of learning is not only on memorising these expressions, but also on their meaningful use in appropriate contexts. Expression skills in the process of learning English in middle school (Le & Shuo 2023). By using appropriate English expressions, teachers can simultaneously dominate the use of English as the medium of instruction (Widyahening, 2018).

2.2.1 Elements of comics

As in literary works, comics have various important elements that attract readers to read, understand, and enjoy the content of the story in the comic. The following are important elements in comic stories, according to (Al Kausar et al., 2023) the success of storytelling also depends on the involvement of textual elements, such as dialogue and narration. In addition, elements such as character facial expressions, body movements, and colour combinations have a significant influence on the atmosphere and emotions that are intended to be conveyed. This theory of intrinsic comic elements encompasses the harmonious integration of these elements, which together create a dynamic and profound visual narrative, enhancing the appeal of comics as a medium for creative expression (Misnawati, 2022).

2.2.1.1 Character

Based on Pratama et al. (2022), in creating comics, characters are needed to describe and guide the storyline of the comic. Characters can be humans, animals, fictional creatures, etc. A character's true nature will be indirectly revealed through their appearance. Characters serve as the driving force of the story, events unfold in tandem with the characters. Characters also play a role in creating conflict that makes a story more interesting (Arfianty 2024). Characters function as the driving force of the story, with events unfolding in tandem with the characters. Characters also play a role in creating conflict, which makes a story more interesting (Arfianty 2024). According to Nurgiantoro in Milaswari (2017:89), characters in a work of fiction can be divided into five types, namely in terms of their role or level of importance,

namely main characters and supporting characters; based on the function of the character's appearance, namely protagonists and antagonists; based on characterisation, namely simple characters and rounded characters; based on the criteria of whether the character develops or not, namely static characters and developing characters; and based on the reflection of the character, namely typical characters and neutral characters.

2.2.1.2 Settings

According to Khairunnisa et al., (2020), the criteria for proficiency in writing settings in this study are the suitability of the setting, time, and atmosphere described by the students with those in the comic, creativity in developing the setting, and clarity and detail in describing the setting. According to Yuniarsih (2021), the setting tells the story in a concrete and clear manner, giving readers a realistic impression and creating an atmosphere within the story that feels genuine. Readers can feel and assess the truthfulness of the events through the setting described. A strong setting helps ground the story and gives readers context, enhancing their understanding of the characters and events.

2.2.1.3 Plot

The plot or storyline is a series of events that begins with an opening story and ends with a conclusion (Rahaningmas & Insani, 2018). The structure of a plot typically includes the introduction of characters, setting, or initial situation. Second, a conflict arises within the story. The climax occurs at the peak of tension or the turning point of the story. Additionally, the resolution of the conflict follows the climax, usually occurring during the process of resolving the story's issues and leading to the conclusion.

The plot is divided into three types: forward, backward, and mixed. In a forward plot, the story is told in chronological order, beginning at the start and continuing step by step until it reaches the end. A backward plot is a part of the story that flashes back to the past or events that have already occurred, providing answers or background to the current events in the story. A mixed plot is a combination of forward and backward plots. Typically, the story progresses forward in time but also includes flashbacks to enrich the narrative and explain the causes of current events, helping readers better understand and enjoy the story being told.

2.2.1.4 Panel

Panels are boxes that contain images and text on a comic page and serve as separators between stories and story lines. There are various types of panels; large panels are used for important or dramatic moments, while small and fast panels create a sense of speed or more dynamic action. Page layout guides readers and influences a more focused reading experience. According to Buntaran (2020), for standard panels, they are typically rectangular or square, but when aiming to convey a different impression, such as a flashback, circular panels can be used.

Based on Pratama et al. (2022), in printed comics, these panels often have small illustrations and narrow borders, or are sometimes placed at the top of the panel. In online comics, these panels have wider borders and some also contain small illustrations within them.

2.2.1.5 Speech Bubble

Speech bubbles are elements in which the text of a story or dialogue is stored and displayed. They also serve as part of the illustration. Within them, conversations between characters are revealed. Based on Akcanca, Sarıbiyık, (2020), when the reader sees the text or balloons, they understand that the character is whispering (the lines that make up the speech bubble are broken), speaking loudly or shouting (text written in bold and capital letters without a speech bubble), or even thinking (the speech bubble looks like a cloud and small bubbles reaching out to the person it belongs to).

Speech bubbles have the primary function of conveying the direct speech of a character. Additionally, speech bubbles can indicate the mood of the story or the tone of a character's speech. Speech bubbles contain concise and to-the-point dialogue related to the story being told. Speech bubbles come in various shapes, such as oval, jagged, cloud-like, wavy, etc.

The position of the speech bubble must clearly point to the character speaking to avoid confusion for the reader. The size of the speech bubble should be adjusted to fit the image and panel within the comic.

2.2.1.6 Typography

According to Nurhayati et al., (2018), typography plays an important role in the design of comics and all forms of publication, because we must know what font size to use, what effects and shapes to display so that the emotional content and nature of the message conveyed are in line with the communication objectives we want to

convey to the public. According to Kanta & Artayasa (2023), typography is the combination of art and technique in arranging letters to organise writing so that the purpose and meaning of the text can be conveyed visually to the reader.

Typography in comics can help represent the voice of a character or the events occurring in the image. The size of the letters can indicate certain events, such as shouting or whispering. Typography can represent the emotions of characters portrayed visually, and it also helps improve readability, regulate rhythm, and set the pace when reading comics. Typography is not only focused on dialogue within speech bubbles but also plays a crucial role in the title of the comic. The right choice of font can attract readers and make them feel comfortable while reading the story.

2.2.1.7 Colour

The use of colour in comics is not merely decorative or aesthetic. Colour can enliven the atmosphere within the visual elements of a comic, making it feel more vibrant. Additionally, colour can indicate the time period in which the story is set, allowing readers to emotionally immerse themselves in the story they are reading and keeping their attention focused.

Akbar (2022) in the design of this comic medium, the colours used are full-colour hues that can attract children's attention, and these colours are also adapted to the shapes of the objects to be used. Coloured comics are more appealing to children, making it easier for them to recognise characters and objects quickly. Colour is an important communication tool in the illustration of children's comics; bright and contrasting colours are effective in language development and enhancing children's literacy interest.

2.3 Previous Study

Previous studies have shown that the use of comics in English language learning can have a positive impact on the learning process and learning outcomes, especially in junior high schools. Several studies have confirmed the effectiveness of comics as a learning medium. According to Juliana (2021), comic strips in teaching vocabulary. It was effective in increasing their motivation in mastering vocabulary by using comic strips. Although some obstacles found during the teaching learning process, but it can be overcome during the time of study. Using comic strips can increase students' motivation in teaching vocabulary. It makes them more spirit and the classroom are more alive during teaching learning. Based on Ramadiansyah (2024) Students can use digital comics to learn English and improve their reading ability. The

reason is that the content or topic inside of a digital comic varies and can improve their writing ability so that the students know how the word is written.

According to Azizzah & Hamid (2022) aimed to investigate the effect of comic strip use on reading comprehension of EFL students. It 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. Finally, as the research interest of this study, comic strip use 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. In others research according to (Losi et al., 2023) said that The students might learn a language and express themselves visually through comic strips. Additionally, it enhanced the kids' reading and writing abilities as well as their command of language elements including syntax and vocabulary.

According to Anggraeni et al., (2015) and other researchers, this study looks at how comic strips can be used as a teaching tool to improve students' narrative writing skills in junior high school. Meanwhile, (Sarwosri, 2023) said that using English comics is a good way to improve the quality and process of learning, as well as learning outcomes. The use of English comic media can reduce student boredom, because students can learn in different ways that actively involve them, there by stimulating their creativity to be realised in practice.

In previous studies, comics have been shown to improve student learning outcomes in a single subject. However, the more assessment in terms of comic aspects as well as an increase in terms of the character of discipline and responsibility of students, it means there is an increase in student motivation through learning messages delivered with comic media, the content and style of delivery of messages on digital comics can provide new stimuli in learning, and there is feedback that occurs effectively through material in learning comics (Rina 2020). Meanwhile, based on (Nanda & Kustijono 2017), comics can effectively train critical thinking skills in cognitive abilities such as interpretation, analysis, evaluation, conclusion, and explanation, as well as in affective dispositions such as curiosity, truth-seeking, and analytical thinking. Based on McNicol (2017), interviewees reported that key features of comics, such as the use of images, characterisation, and narrative, not only make complex issues easier to understand but also enable the reader to relate more closely to the conditions being discussed.

Based on various previous studies, it can be concluded that comics as a medium for learning English have a positive impact on the learning process of students. The benefits of learning through comics can be seen in various important aspects, such as vocabulary mastery, improving students' reading skills, and encouraging students to be more creative and expressive in writing. Comics can support students with diverse language proficiency levels, whether they are advanced or beginner learners. The use of comics eliminates the stigma associated with proficiency levels and helps students feel more confident in their learning, even at the beginner level.

Comics can influence the development of critical thinking skills and support students' curiosity. The visual appeal, characterization, and narrative structure of comics make learning materials easier to understand and more relevant to students' daily lives. As a result, comics can serve as an innovative alternative medium for English language learning.

The researcher identified four previous studies that will be used for comparison with the results that the researcher examine. Most existing studies (Juliana, 2021; Ramadiansyah, 2024; Azizzah & Hamid, 2022; Losi et al., 2023) focus separately on one language skill, such as vocabulary, reading ability, or narrative writing. There are few studies that integrate the influence of comic media on various language skills simultaneously in a single study, such as the integration of reading, writing, and vocabulary expansion. Therefore, based on the previous studies, this research gap is explore how English module changed to be a comic that can be used to develop English skills especially in Junior High School.