BAB II

LITERATURE REVIEW

A. THEORY OF DESCRIPTIVE

1. Media

a. Media Definition

The word "media" originates from the Latin language, specifically "mediums", which literally means "middle", "intermediary", or "conveyor". The meaning of the word media is also found in the Arabic language, where media acts as an intermediary or conveyer of messages from the sender to the receiver. In the context of learning, instructional media literally means an intermediary or conveyer. Another term explains that instructional media are tools to enhance the teaching and learning process. Given the various forms of these media, teachers must be able to choose them carefully. Broadly understood, media are humans, materials, or events that create conditions enabling students to acquire knowledge, skills, or attitudes, according to the views of Gerlach and Ely in Arsyad (2019).

Learning media can also be understood as everything that can communicate and channel messages from sources in a planned way so that a conducive learning environment is created in which the recipient can perform the learning process efficiently and effectively. Based on the above definition, it can be concluded that media is a tool that supports learning activities and as an intermediary used by teachers to convey information to students. This research uses Webtoon media as a learning medium for students to read, media as an auxiliary tool for delivering messages/information so that they can be well conveyed to the students.

b. **Characteristics of Media**

Gerlach and Ely put forward three media characteristics that are an indication of how much media is used and anything that the media can do that teachers may not be able (or less efficient) to do.

1) **Fiksative Proverty**

This feature describes the ability of the media to record, store, preserve, and reconstruct an event or

object. An event or an object can be sorted and rearranged with media such as photography, video tape, audio tape, computer disk, and film.

2) **Manipulative Property**

An event that takes days to unfold can be presented to students in two to three minutes using the time-lapse recording technique. For example, the process of seed germination and shoot growth can be captured through this photography recording technique, allowing it to be accelerated for educational purposes.

3) **Distributive Property**

The distributive characteristic allows an object or event to be transported through space and simultaneously presented to a large number of students with relatively similar experiential stimuli regarding that event.

2. Functions of Learning Media

Levie and Lentz in Arsyad (2019) propose four functions of instructional media, particularly visual media, namely (a) attention function, (b) affective function, (c)

cognitive function, and (d) compensatory function. The following are detailed explanations for each one:

a. Attention Function

Visual media serves an engaging function by capturing and directing students' attention to concentrate on the content related to the visual meaning presented or accompanying the textual material in the learning materials.

b. Affective Function

Visual media, when viewed from the perspective of students' comfort levels during learning (or reading) illustrated texts, plays a crucial role. Visual images or symbols have the ability to stimulate students' emotions and attitudes, particularly when conveying information related to social or racial issues.

c. Cognitive Function

Visual media as seen through research findings is explained by the fact that visual symbols can facilitate the achievement of goals in understanding and remembering information or

messages contained within images.

d. Compensatory Function

Based on research results, it is evident that instructional media, particularly visual media that provides context for understanding the text, assists weaker readers in organizing information within the text. It accommodates students who may struggle with receiving and comprehending the content presented through text or verbal means.

Satrianawati states that the benefits of media can be divided into two categories: those for teachers and those for students (Satrianawati, 2017). Some of these benefits include:

1) For Teacher:

- Facilitates teachers in explaining learning materials;
- Renders abstract concepts more tangible;
- More effective and efficient, requiring only necessary repetitions of learning materials;
- Stimulates interest in both learning and

teaching for teachers;

- Interactive;

- Enhances the quality of teaching outcomes.

2) For Students:

- Facilitates students in understanding learning materials;

- Makes abstract concepts easily understood through concrete media, facilitating concrete comprehension;

- Provides more time for learning materials and adding relevant content;

- Ignites students' interest in learning;

- Multi-active;

- Promotes deeper and more comprehensive understanding.

3. Learning

a. Definition of Learning

The term "pembelajaran" (learning) is a combination of two activities, "belajar" (learning) and "mengajar" (teaching). The learning activity tends to be more student-centric from a technical standpoint, while

the instructional teaching activity is carried out by the teacher. Therefore, the term "pembelajaran" is a synthesis of the words "belajar" (learning) and "mengajar" (teaching). In other words, "pembelajaran" is a simplification of the terms "belajar" and "mengajar" (learning and teaching), the process of learning and teaching (PBM), or learning and teaching activities (KBM).

Oemar Hamalik states that learning is a combination composed of human elements, materials, facilities, equipment, and procedures that mutually influence each other to achieve learning objectives. "Learning seems to be one process that many people take for granted (just it happens and happens basically the same way for most people) but know very little about (Hamalik, 2008).

b. **Elements of Learning**

At least, the elements that must be present in a learning system include a student/learner, an objective, and a working procedure to achieve the goal. In this context, the teacher (instructor) is not considered part

of the learning system; their function can be replaced or transferred to media substitutes such as books, programmed text slides, and so on. However, a school principal can be one of the elements in the learning system, as it is related to the planning and implementation procedures of learning.

c. **Characteristics of Learning**

There are three distinctive characteristics inherent in the learning system:

1) Plan, refers to the regulations regarding personnel, materials, plans, and procedures, which constitute the elements of the learning system, within a specific plan

2) Interdependence refers to the harmonious interdependence among the elements of the learning system within a comprehensive whole. Each element is essential, and each contributes to the learning system.

3) System Objective, The learning system has specific objectives that it aims to achieve. This characteristic forms the basis for distinguishing

between human-made systems and natural systems. Human-made systems, such as transportation, communication systems, and governance systems, all have defined objectives.

d. **Learning Approaches**

1) **Scientific approach**

The scientific approach is a fundamental concept that encompasses, inspires, strengthens, and underlies the thinking about how learning methods are applied based on specific theories.

2) **Imposition approach**

This approach is characterized by the teacher delivering instructional materials through regulations or by presenting (expository) learning materials to students.

3) **Technological approach**

The technological approach involves the use of devices, either in the form of hardware or software. Hardware can include devices such as radios, televisions, or computers. On the other hand, software refers to programs designed in such a way that

students can independently learn the materials using these devices.

4) **Personalization approach**

This approach holds the view that fundamentally, humans are inherently good and active. Sometimes, the learning process may cause individuals to deviate from this inherent goodness. To ensure that the learning process achieves positive outcomes, it is essential to provide each student with the opportunity to actively engage in their own activities.

5) **Interactional approach**

The interactional approach enables a balanced interaction between the teacher and students. The teacher is active in providing stimuli and responses, and the same applies to the students.

6) **Constructivist approach**

The constructivist approach is a method used in conducting learning that places special emphasis on knowledge and learning. This approach determines

teaching methods that can assist teachers in guiding students to understand the world they are facing.

7) Information processing approach

This approach is known by the name "stage theory." Furthermore, it is recognized by several terms that align with this theory, such as the levels-of-processing theory, parallel-distributed processing model, and connectionistic. According to Gadler, the flow of information processing includes: 1) data mapping by the input or sensory register; 2) information selection by short-term memory; 3) information storage by long-term memory.

8) Inquiry approach

The inquiry approach is to teach students to deal with the problems they face when dealing with the real-world using techniques applied by a researcher.

9) Problem-solving approach

According to the Ministry of National Education (Depdiknas), problem-solving is an

approach believed to be a vehicle or tool for developing higher-order thinking skills.

4. Forms of Learning

Here are several forms of learning that will be outlined below:

a) Cooperative Learning

Cooperative learning can be defined as a structured group learning/work system.

b) Expository Learning

Expository learning emphasizes the process of verbally delivering material from a teacher to a group of students with the intention of enabling students to master the subject matter optimally.

c) Active Learning

Active learning is a teaching activity that provides opportunities for students to interact with the subject matter they are learning.

d) Interactive Learning

According to the Ministry of National Education (Depdiknas), direct or interactive learning is a teaching model that is directly guided by the teacher

through specific tasks that students must complete under the direct supervision of the teacher.

e) **Inquiry Learning**

The stages of implementing inquiry-based learning involve the emergence of a problem, data collection (verification), data collection (experimentation), organizing and formulating statements, and analysis.

f) **Contextual Learning**

Contextual learning focuses on the development of knowledge, understanding, and skills of students, as well as the contextual understanding of students about the relationship of the subject matter they are learning with the real world.

B. **THE WEBTOON APPLICATION**

Media is something convincing that can convey messages that stimulate the minds, feelings, and desires of the audience or students, thereby facilitating the learning process. According to Aisya, Humaira (2020), Webtoon is an abbreviation of website and cartoon. Webtoon consists of a collection of images and stories (comics) published online.

Webtoon is considered a subgenre of Manhwa (Korean comics). However, Webtoon and Manhwa differ in the publication medium used. Manhwa is published physically in the form of books/magazines, while Webtoon is published through internet media, usually on comic hosting sites.

According to Seung in Nuratikah (2018), the term Webtoon is used to distinguish from comic books published as the purpose of Webtoon being made to be seen on the web. However, with the advent of smart media, the concept of Webtoon has evolved and defined as a creative combination of things with stories, drawings, and techniques. According to the Oxford Dictionary, Webtoon is an animated cartoon or strip comic series published online. Rohani (2019) stated that a comic is a cartoon that reveals a character and plays a story in a closely related sequence, connected with the picture and designed to provide entertainment to the reader.

According to Sadiman, a cartoon as a form of graphic communication is an interpretative image that uses symbols to convey a quick and concise message or attitude of something to a particular person, situation, or event. He's good at attracting attention, influencing attitudes and

behaviors that are in demand. Based on the above opinion, it can be concluded that Line Webtoon media is an Internet media.

According to Arsyad (2019) the Internet is a computer network that is interconnected and can communicate with each other globally/internationally either via cable, radio, satellite, etc. In addition to Webtoon being included in Internet media, Webtoon is also included in media based on sketches or stick figures. On the picture of a line (sketch or stick figure) though very simple, can show an action or attitude with a fairly good impact. With lines we can convey stories or important messages.

In creating an image of the main line characteristics of the object, the action, or situation that you want to draw must remain there. A cheerful face can be distinguished from a creeping face with curved lines on the face (misalnya mulut dan alis). A stick figure is a development of visual learning media. As a learning medium, drawing lines is a must that corresponds to the theme and purpose of learning that has been established. The drawings used can also motivate and motivate students to learn in class. In addition, drawings can

also develop students' skills in the art of painting and language in the learning process.

1. **Advantages of Webtoon or Comic**

   According to Rohani (2019) comics focus on the community around. The story knows itself personally, so the reader can directly identify himself through the emotions and actions of 22 characteristics of the main character. The stories are concise and intriguing, accompanied by action, even in newspapers and books, comics are made more alive and processed using colors freely.

2. **Weakness ofLine Webtoon or Comic**

   According to Rohani (2019) today a lot of comics are circulating on the market or not lose by reading such comics. Although comics can stimulate the interest in reading, don't let students get too distracted by reading comics so they forget the textbook.libraries that do not always educate and direct readers (students) on things that are too imaginative. It must be understood by the disciples, that they may do so.

3. **Function of Webtoon**

is a web-based comic, within the webtoon application available in five languages. Webtoon can be defined as a medium of modern humor delivery Abd Rahman BP Dkk (2022), as well as a collection of storytelling images published online (Harmoko, 2017). The benefits of the webtoon application are getting new experiences in reading comics, besides that webtoon is useful as communication through Sabrina Ghina Fauziyyah's comment feature. Usage of the Webtoon Application. Volume 1, No. 2, November 2022 11 The King's Robe (Journal of Languages, Literature and Teaching) with fellow webtoon readers and comic bookmakers on webtoon. Therefore, webtoon helps to convey information in the form of a collection of images published digitally. (Nuryanah, Zakiah, Fahrurrozi dan Hasanah, 2021). So webtoon makes readers more entertained and happier.

Using this webtoon application is expected to attract the student's reading interest in developing his or her abilities or creativity. An application that is easily

accessible anytime and anywhere. Besides, the use of this app can also be used to create comic books and publish them on Webtoon's online comic platform.

4. **Reading Comprehension**

   Reading is translating symbols into combined sounds in words, organized in such a way that we can learn to understand them and we can organize them. In another sense, reading is the activity of perceiving, analysing, and interpreting what the reader does to get the message that the author wants to convey in the written media. The reading process consists of several aspects, such as: The sensory aspect is the ability to understand the written symbols, the perceptual aspect of interpreting what is seen as a symbol, the schematic aspect of linking the writing of information with the existing structure of knowledge, the Thinking aspect of making conclusions and evaluation of the material studied, the Affective aspect of the aspect relating to the interest of the reader and its influence on the activity of reading.

   Reading is one of four language skills. Read is a basic component of a person can have an understanding

or something more knowledge, because with reading, a person will become more and more rich in knowledge. Reading is is an activity that is carried out by someone to obtain information or knowledge that was not previously available known to readers. There are many ways humans can do so they can read to enrich his knowledge. Reading books is a way for children to enrich themselves vocabulary, and the most important thing is create a comfortable reading atmosphere so that reading activities can run smoothly effective (Scott and Ytreberg :2003)

If it is concluded that reading is taking or analysing what we want to write or what we would like to conclude from the stories we have read and the comics we've read.

5. **Descriptive text as part of reading for students:**

Skills in composing descriptive text are the result of a critical thinking process regarding a particular topic. After that, students are expected to be able to explain the topic comprehensively using a variety of words, while still paying attention to appropriate sentence structure. In writing descriptive text, it is important to have

proficiency in the use of adequate vocabulary and grammatical rules. Just having a broad vocabulary is not enough to create a good and precise descriptive text; on the contrary, it needs to be balanced with adequate mastery of grammatical rules to perfect it. Writing ability is a critical aspect for students to be able to organize their ideas well in accordance with descriptive text norms (Christian, N & Visakha, B, 2021).

One effective learning method to improve students' ability to write descriptive text is the Think-Talk-Write (TTW) learning model. The TTW learning model is included in the cooperative learning category, which is designed to help students practice using English well, both orally and in writing. The application of the TTW model is based on the belief that learning is a social behavior that can create a fun and memorable learning environment. This approach encourages students to be brave, gives meaning to learning, is social, democratic, and introduces concepts discovered through research, drawing conclusions, and increases student involvement in learning to generate interest and participation, while increasing understanding and retention of information

(Astuti, Yuli, C, dkk, 2022).

One of the topics taught to class VII students is descriptive text. In this lesson, students are expected to be able to communicate well to express information with the aim of providing an overview of the object being described, be it humans, animals, objects or areas. The definition of descriptive text is text that has a social purpose to describe an object or thing individually based on physical characteristics. Mahsun (2014)

C. KWL Concept (Know, What to Know, and Learned)

The KWL strategy, developed by D. Ogle in 1986, serves as a comprehensive tool to enhance students' reading comprehension. This strategy involves three fundamental steps: What I Know (K), What I Want to Learn (W), and What I Learned (L). Saleh, M. (2020) emphasizes that the KWL strategy offers students a purpose for reading and actively engages them before, during, and after reading, facilitating critical thinking about new information.

1. What I Know (K):

In this initial step, students share their prior knowledge and experiences related to the topic. The

teacher guides a discussion, prompting students to express their thoughts, note down ideas, and categorize concepts. This step is essential to activate students' schema and provide a foundation for subsequent learning.

2. **What I Want to Learn (W):**

Building on their existing knowledge, students explore their interests and curiosities about the topic. Through teacher-guided discussions and questioning, students formulate specific learning objectives. This step fosters individualized goal-setting and encourages students to take ownership of their learning.

3. **What I Learned (L):**

After reading the assigned material, students reflect on their understanding. The teacher guides them in recalling information and expressing their insights through writing or other creative means. This step reinforces the learning process and allows students to evaluate their own comprehension.

The KWL strategy is particularly effective in reading comprehension lessons. The teacher initiates the class with a reading activity, and students are then tasked with

describing what they know about the content. Subsequently, they identify what they want to learn from the reading, setting personalized goals. The final step involves summarizing and reporting what they have learned. To facilitate reporting, teachers may introduce a structured format, such as a table, where students list what they know, what they want to learn, and what they have learned. This method enables easy assessment of students' competencies and enhances their ability to articulate their understanding. In conclusion, the KWL reading strategy is a powerful tool for educators to guide students in comprehending and engaging with new information. By incorporating these three key steps into reading activities, teachers can create a more interactive and student-centered learning environment, fostering critical thinking and self-assessment.

D. Using the webtoon application in reading

Learning media must keep up with technological developments. Technological developments in the digital world have influenced the development of comics that are re-printed into digital comics; the evolution of comic

digitization can be achieved under three conditions, namely: master, candidate master or slave. Scott, McCloud. (2008). For those who fall into the master category or candidate master can see the many positive opportunities that are possible from the development of digital comics. But those who fall into the slave category will see it negatively and make digital comics a threat that can make them lose even extinct.

The term webcomic is often used interchangeably with other terms such as online comics, digital comics and webtoon. This app is very popular in its home country, South Korea, and globally. It contains a variety of comic titles that are divided into several genres such as drama and fantasy.

E. Previous Related Studies

1. Ningrum (2016) titled Using Media iGiveTest to Train Reading Skills of XI High School Students Inter Interest Laboratory. The aim of this research is to describe the application of the use of iGiveTest media to train the reading skills of eleventh grade students cross-interesting High School Laboratory of State University of Malang, as well as its supportive and inhibitory factors. Use it. The

theme used in this study is 家庭生活(Jiāt ng shēnghu).
This research uses qualitative descriptive research
methods. The source of the data in this study is a student
of the 11th grade of the Interest-to-Interest High School
Laboratory of the State University of Malang with a total
of 24 people. The data in this study are observation data,
interview data and documentation. The researchers act as
the main instruments, while the observation sheets,
interview guidelines and documentations are the
supporting instruments. The results of this study show that
the use of iGiveTest media can reduce the difficulty of
students in reading Mandarin. In addition, students are
also interested in using the iGiveTest media because it is
more attractive and accessible via mobile phones.
Observation data states that all students can use the media
well according to the researchers' instructions.

2. Hardianti & Marpaung, (2021), With the Title Self-
Efficacy Influence, Learning Motivation and Reading
Interest on Learning Results Speaking. This research is
quantitative to identify the influence of self-effectiveness,
learning motivation and reading interest in student-

speaking learning outcomes. The data collection was done by distributing three questionnaires to 76 X-grade students, and interviews with students, as well as student-speaking learning outcomes. The data was analyzed using double regression analysis. The results of the analysis showed that self-efficiency, learning motivation, and reading interests partially positively influenced speech learning outcomes. Based on the R-Square value, the three variables simultaneously have a strong influence on the learning outcome of speech.

3. Rahmasari, (2022), with the title Microsoft Teams Applications: Alternative Learning Media Reading English for Elementary School Students in Pandemic Times. The aim of this study is to find out how to learn to read English using the Microsoft Teams application. This research is qualitative descriptive research. The subject of this study was a group of 30 primary school students. Data is collected using observation and interview techniques, while data analysis techniques are presented in the form of descriptive description text. From the analysis and discussion it can be concluded that online learning through

Microsoft Teams media can make it easier for teachers and students to implement English reading learning during the Covid-19 pandemic. This research is very useful for educators in pandemic times to improve the quality of learning English reading for students.

F. Thinking Crown

In this study, researchers have developed a framework of thought. The title of this study is "Using Webtoon Applications to Train Students' Reading Interests in English Language Learning Media in 3rd Seluma State High School". Discourse analysis research according to Dwi Yolanda, seen from who is placed as the narrator (subject) and who is told (objek). Then how the reader is placed in the webtoon application. This framework explains how the character in the Webtoon application with various "Titles" as a subject and an object in the text. Then how a reader places himself in a webtoon app. The framework of thought is a temporary explanation of the symptoms that are the subject of concern in the research carried out by the author. According to Sugiyono, a framework is a conceptual model that contains how theory can relate to various factors that have been

identified as important factors.