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Use of Cartoons as A Tool for Giving Instructions in The Library

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Abstract

This article aims to show cartoon memes on the internet that contain about libraries to see the possibilities for using such forms of instruction in the library, so as to make the atmosphere in the library more comfortable and not boring, both for users and for students. library managers. The methods used in this research are qualitative methods, library, and descriptive analysis, namely collecting data in the form of cartoons containing images and texts about libraries on the internet, then analyzing them using theories about cartoons and informative texts, to get the meaning and messages conveyed. contained in it, then draw conclusions which cartoon models can be used as examples for making cartoons that can be used in the library. From the analysis of cartoon memes about libraries on the internet, both from the aspect of images and the text contained in them, it was found that it seems that these memes can be used as an alternative to giving instructions in the library rather than just the usual instructions which are only in the form of writing, because the images and the text in these memes attracts the attention of visitors and librarian more, so that they can not only entertain, but also give the message that library managers want to library users. Research on humor in libraries has been widely carried out by researchers, but specifically discussing the use of cartoons as a tool for conveying instructions in libraries seems to have been

done recently. This can be traced from the writings found on the internet, both in the form of e-books, e-journals and other scientific writings, both academic and non-academic.

Keywords: library, cartoon, humor, informative text, discourse analysis

Paper type: Research paper

Introduction

Perret (2016), in his research on humor and libraries, states that there are hundreds of articles and books about humor in classrooms, but only one book and several articles have been written about humor in library instruction or information literacy. There has been little research done specifically on humor and instruction in libraries and no published research has focused exclusively on it. Perhaps because humor is seen as relative and intangible, or perhaps even because it is perceived as unprofessional, that it has received little scientific attention.

Based on that, this article attempts to examine the relationship between humor and instruction in libraries. In this study, we will discuss the use of cartoons as a tool to convey instruction in the library. As previously mentioned by Azadbakht (2019), when conducting research on the use of humor in relation to some forms of academic library or health science instruction that health science librarians can adapt some of the most common types of instructional humor, for example cartoons and others.

The reason for choosing the topic of library instruction in this study, because according to (Saunders, et.al), library instruction has played and will continue to play an important role in library management. People will appreciate the instruction given in the library, because they will learn from it. Instruction in the library has shifted slightly from time to time, due to technological

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developments. So far, library instruction has largely focused on search skills that teach people to navigate various systems to find the information they need.

Likewise, according to Di Su (2014), that instructions in libraries help library users find information, show users an explanation of the physical layout of the library building, teach a set of principles or search strategies related to the library, its collections or services, a set of abilities that enable individuals to 'to recognize when information is needed and... find, evaluate and use the information needed effectively.

As for choosing cartoons as the research corpus, according to (Stevens-Huffman, 2011), cartoons are concise. One picture can convey many ideas. Consider using cartoons to simplify a complex message or to lighten a boring but important topic. In addition, according to Karakas (2012), the function of cartoons is suggestive, cartoons make laugh or smile, cartoons open horizons, cartoons talk a lot, cartoons increase attention, cartoons provide lessons, cartoons allow for satisfaction.

According to Harvey (in Zanettin, 2010), cartoons are not just visual puns that combine images and words, but one 'explains the other'. The image enters the reader's consciousness as a kind of visual puzzle, without meaning, and the caption will 'explain' it. Likewise, on the other hand, the caption will become clearer, if you also look at the picture. In some cartoons, there are those who only rely on the pictures, such as in wordless cartoons, but in other places, there are also those who rely on words..

Literature Review

Research on humor in libraries has been conducted by Walker (2006). The purpose of this research is to show that humor can be used as a teaching technique with librarian instruction, humor can be used as a tool to help reduce library anxiety. His articles seek to provide practical

advice on how to use humor in library instruction settings. The use of real-life examples of humor shows that librarians can reap the benefits of using humor. Librarians can add to the use of humor as a tool to help reduce library anxiety, promote the environment and help visitors become more comfortable with the library's many resources. His article adds to the discussion of the use of humor in library instruction as a method.

Another study was conducted by Azadbakht (2019). The study aims to provide a better understanding of the use and impact of humor as a teaching and learning strategy in academic libraries and instruction for health sciences and to determine what techniques are most commonly used in the two disciplines. The authors limit their review to publications that explicitly discuss the use of humor in relation to some form of academic library or instruction in the health sciences. This article focuses on instructor attitudes and their benefits to visitors. Overall, both librarians and health science educators have positive opinions about humor, and many instructors make use of it, although caution and careful planning are advised.

Research on cartoons has also been carried out by many researchers, including by van Wyk (2011). According to him, excellent and effective teaching requires a number of tools, techniques and strategies. One of the teaching instruments that may be used too rarely is a cartoon. To encourage this development, learning activities are important. This paper investigates why students of didactic Economics subjects prescribe cartoons as teaching tools to enhance their learning. A survey was conducted to determine the use of cartoons as an effective teaching tool in Economics education. The results of the analysis show that cartoons positively increase constructive learning, cooperative learning and collaborative learning.

Another study was conducted by Abraham (2009) which tried to answer the views of some circles who argue that cartoons only offer "laughs" rather than "deep reflections" on social issues.

They consider that cartoons are only a visual communication mode that lacks analytical communication. They often ignore cartoons, arguing that cartoons are insignificant political and ideological absurdities. In his article, Abraham tries to address some of the concerns that have arisen about the effectiveness of editorial cartoons. He tries to figure out how cartoons, as a unique form of visual communication, signify meaning and manage to offer "deep reflection," rather than simply "laughs" on social issues.

Continuing the research above, this article will discuss the use of cartoons as a tool for giving instructions in the library.

Methodology

In this study, the article uses qualitative methods and library. The data is taken from memes found on the internet. The first is to select a cartoon related to the library to analyze, then look for the overall impression contained in the cartoon. After that, identify the problem or topic depicted in the cartoon, examine the cartoon more carefully and see the details in the picture, pay close attention to the foreground and background, think about the effects of each cartooning technique and find the message contained in the cartoon. . Then, classifying them, which cartoons are suitable to be used as instructional tools in the library and which cartoons are not, as a hypothesis. After being classified, then it is analyzed using theory about cartoons to see its shape, theory about discourse analysis to see the text contained in it, and theory about humor to see the type and content of humor contained in it, to determine which cartoon model is suitable for use. a tool for providing information in the library.

Findings

In observing cartoon memes about instruction in the library, it was found that there are two things that will serve as the basis of this discussion, namely the problem of text in the form of

informative text, because the instructions in the library are in the form of informative text and the problem of pictures, because in addition to the text, the cartoon which will be discussed there are also pictures. Regarding informative texts, Meyer (in Arfe, 2018) identifies five different structures used in informational or expository texts, namely (1) description (discussing attributes or topic details), (2) sequence (information arranged in temporal order), (3) compare/contrast (to compare and contrast different perspectives, views, or ideas), (4) problem solving (ideas are presented in the form of problems and their solutions or questions and answers) and (5) cause and effect (present and discuss causal relationship between the two concepts).

According to McNamara, one of the important challenges of informational texts is, for difficult readers, at the linguistic level. Informational texts involve technical words and a discipline-specific lexicon, i.e. vocabulary that is rarer and more abstract than that found in narratives. Meanwhile, Hu & Nation argues that in general, vocabulary knowledge is a key factor in reading comprehension, and it is estimated that readers need to know 98 to 99% of words in a text to achieve adequate comprehension. (Arfe, et.al, 2018)

Hartley (2004:928-9) says that the text is usually easier to understand if the author makes several sentences containing more than two subordinate clauses. Do not use a lot of subordinate clauses or modified statements, because it will make a sentence more difficult to understand; it is better to use active sentences rather than passive sentences; use positive terms (e.g., more than, heavier than, thicker than) instead of negative terms (e.g., less than, lighter than, thinner than). Avoid using the word prohibition over and over again. The word prohibition can often be confusing. The prohibition qualification can be used for special emphasis and to correct misunderstandings. Double prohibition words in imperatives (eg, "Don't ... unless ... ") are sometimes easier to understand than singular ones; We recommend using concrete phrases and

terminology rather than abstract expressions; Avoid using nominalization, which is a noun that comes from a verb; Use examples, as research shows that examples can be made clearer by including more detail, by increasing their frequency, in order to make them more familiar; Make the text more interesting. Come up with vivid examples and anecdotes, as they will make the text easier to remember. Research has shown that anecdotes and the like can make the text more interesting and finally personalize the text. Personalized instructions, of course, can take many forms.

Meanwhile, the basis used in the discussion about cartoons, including those put forward by Rodrigues (2017) who said that there are several types of cartoons, namely Editorial or political cartoons are popular cartoons, usually with funny visual interpretations of certain current events, but not always, perhaps depicting important contemporary figures or commenting on social, economic or political issues; Comic strips are short series of consecutive frames. The last frame usually contains a 'punch line'; Gag cartoons and panel cartoons often have 'everyday' scenarios with interesting plots. Found on greeting cards or in magazines, its purpose is to make people laugh.

According to Nieswand (2009), cartoons are a special kind of visual text. Usually combines images with text. Cartoons often pick a news story and criticize people, institutions or developments in society and politics by making fun of them. The following tools are often used to achieve this goal, namely in analyzing a cartoon, the context should be considered (eg when it was drawn, where it first appeared, who was the author and target group) before talking about what. If you don't have all the information you need, you may need to do more research.

This is reinforced by Roberts (2022) who says that pictures are not only good, but like words, pictures can inform, persuade, and inspire. The writer arranges the words according to the

rules of grammar. Similarly, visual artists follow compositional principles when constructing images. In both cases, the text and images are constructed by the author with the message and layers of meaning intended. Pictures convey meaning in a similar way to how words convey ideas. The author uses language media, the illustrator uses light and color to form a visual composition. If you don't have any clue about the context of the cartoon, you can probably guess the message from the visual composition. Several steps can be followed when starting to interpret the meaning of a cartoon, namely observing, identifying the author, identifying the intended message, identifying the intended audience, evaluating the potential meaning received and identifying the main idea.

Likewise, in Samson and Huber it is stated that pictures can be used as illustrations of verbal jokes, without adding to the effect of humor; hence, only the text is responsible for the humor effect; the image provides supporting information that is not contained in the humorous text; hence text and images contribute to the humorous effect; images are essential for the production of humor; therefore, humor is based solely on images, not on text, if any. (Tsakona, 2009).

Discussion

From the results of research on the internet, there are several memes in the form of cartoons which contain content related to the library, including the following.
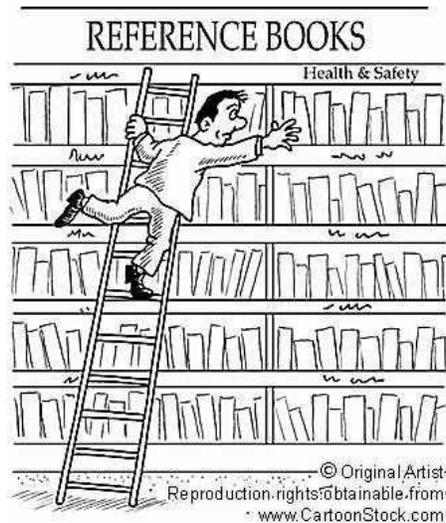
Image 1

Source: https://www.pinterest.fr/pin/168955423493683246/

When viewed from the aspect of the text, the cartoon above contains the words REFERENCE BOOK. These words indicate that the books listed under these words are reference books. What is meant by reference books, according to Lisbdnetwork (2021), are any written or printed composition of a certain length, which includes all types of reading materials in any form, which aims to serve the reader, in the form of general reading, recreation, study, research or other sources. information. The characteristics of reference books are books that are designed with arrangement and care to serve a specific purpose. Some characteristics of reference books are that they are intended for consultation, are consulted for definite items of information, the information included in them is collected from a large number of sources, contains various information and facts, is arranged in such a way that it can be recalled easily and quickly, follows several methods. arrangement, for example alphabetically, chronologically or other methods, only includes the outline, is rarely discussed in depth, concentrates on facts, is not loaned and stored for use in the

library only. The information in the reference book is very organized so that anyone can easily get the information they want. Types of reference books are language dictionaries, encyclopedias, biographical sources, directories, bibliographies, audiovisual materials, yearbooks, almanacs, encyclopedia supplements, geographic resources, guide books, maps, atlases, handbooks, manuals and statistical sources. Below the right of the words REFERENCE BOOK are the words: Health & Safety. The difference with the words REFERENCE BOOK these words consist of lowercase letters while the words above are made up of uppercase letters. This shows that the words Health & Safety are part of REFERENCE BOOKS. These words give clues to the user that the books there are reference books on health and safety.

When viewed from the aspect of the image, in the meme there is a picture of a man who is climbing the stairs with the intention of taking one of the books that are at the top of the shelf. However, the person put the ladder wrong, the book he was going to pick up was located on the right shelf, but he put the ladder on the left, causing the top of the ladder to lean to the right, not symmetrical with the bottom. This could cause the man to fall down. From this image and text, it can be concluded that actually this meme gives instructions to library users to be careful when picking up books on the top shelf using stairs, but it is made in an ironic style, namely looking for books about safety, but the behavior of people who would take the book carelessly, in contrast to the book he was about to pick up.

Irony is the use of words to convey meanings that are contrary to their literal meaning. There are several types of irony. The three main types are verbal irony, dramatic irony, and situational irony. Verbal irony conveys a contrast between what is said and what is meant; Dramatic Irony conveys something of a contrast between what the characters think is true and what

we (readers) know to be true. and Situational Irony, conveying something of a contrast between what happened and what was expected (or what seemed appropriate) (Singh, 2012).

This cartoon model can be used as a guide for library visitors, because the pictures and text are easy to understand, the text is not long, and the pictures are simple, uncomplicated. Text and images are also proportional, do not cover each other.

The next meme is a cartoon meme in which there is a story about someone who is late to return a book:

Image 2

Source: https://www.pinterest.co.uk/pin/117656608993520151/

Talking about being late returning books to the library is not a new problem and is happening everywhere. This has been studied by Banda et.al. from the University of Zambia. The results of his research stated that one of the factors that can affect the delay in returning books to the library is library regulations. The effect of circulation regulations set by the library can cause delays in returning books due to insufficient opening and closing times for library services. The

length of time the library is open determines whether library materials can be used or not. People cannot return library materials on time because the opening hours and the expected period for using the books are not sufficient. In addition, the borrowing period set by the library can have an impact on the return of borrowed materials because the expected period of use of books is not enough. Library regulations regarding restrictions on access to certain sections or materials may also affect the return of books to the library. Not only that, the limited number of items that can be loaned to users depending on the user category can also cause library users to store books past the specified loan period.

In the cartoon above, it is depicted about someone who is returning a book that was returned late, but that person is a bit surprised, because the sanctions for late book return are not as expected. This is stated in the caption below the image. I DON'T THINK YOU'RE TAKING THIS SERIOUSLY. The person did not expect that the sanctions that would be given to him would be that serious. Normally, the usual sanction applied to most libraries is paying a fine, but this seems to mean the person should be tried first, as in a court of law, before it is decided to pay the fine. This can be seen from the image of a librarian wearing clothes like a judge and in his hand there is a hammer which is used to knock on the judge's table when deciding a case. This is what makes this cartoon funny. The use of excessive style in cartoons has also been mentioned by Alsadi (2021) that multimodal analysis shows that frequent rhetorical devices such as allegories, parodies, metaphors, metonyms, juxtapositions, and exaggerations take the form of being woven between visual and verbal modes, and which create effects. humor and satire are more unique and interesting.

From the cartoon above, it can be concluded that this cartoon actually gives instructions to library users, to be careful in returning books, not to be late, to be on time. This cartoon seems to

be intentionally made in such a way, albeit in a slightly exaggerated tone, with the intention that the users really pay attention to the instructions. It is known that the fine for being late in returning books varies depending on the library manager. Some are only in the form of money, but there are also those that even carry the threat of imprisonment, as stated by Peters (2019) that there was a mother of five children in Michigan who was sentenced to 93 days in prison, because library books were returned to the Charlotte Community Library. after the due date.

This cartoon uses a caption model that is placed below it. caption is another element of cartoon that contains verbal text. Usually such text represents the voice of the narrator, which basically has the function of adding information to the message conveyed to the reader. (Saraceni, 2000). According to Professor Peter McGraw, there are four factors that must be considered in making a good caption, namely the issue of novelty, length, punctuation, abstract and imagination. (Li, 2020). The caption on this cartoon seems to be in accordance with the opinions expressed by the experts above.

This cartoon model can also be used as a suggestion to provide information in the library, because when viewed in terms of images and text, in addition to providing clear information, it also provides entertainment, both to visitors and librarian.

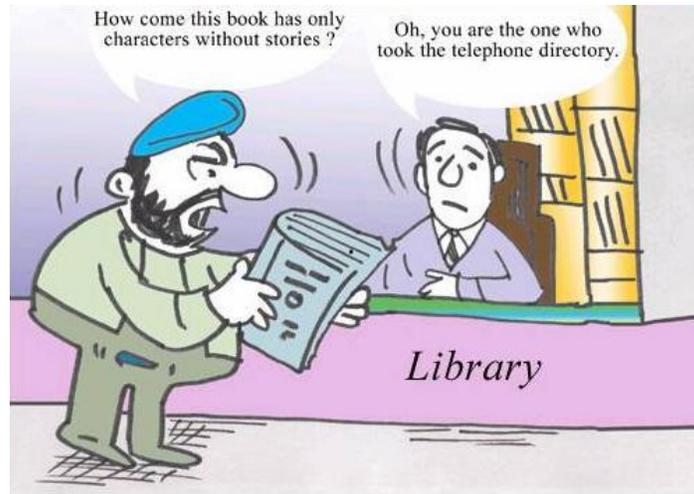The next cartoon tells of a library user who picks up the wrong book:

Image 3:

Source: https://quotesgram.com/img/library-quotes-cartoons/1315051/

The cartoon above uses a balloon in which there is a dialogue text between the user and the librarian. In the dialogue, the library user asked the officer why the book was only a character's name, there was no story. Later, the librarian replied that the book was not a story book, but a telephone directory. The use of words in balloons in this cartoon seems to be quite good, because it uses small letters, as suggested by Tinker (in Hartley, 2004: 921), namely that words are arranged in lowercase characters with the same type size. same contains more distinctive information than capitalized words. As is generally the case, it is believed that text written in uppercase is more difficult to read than that written in normal font. We recommend using capital letters only at the beginning of sentences and written as minimal as possible.

In the cartoon there is a picture of two men talking. The first man is a library user and the second man is a librarian. If seen from the picture, the figure of a library user is different from a librarian. Library users wear head coverings, bushy beards and special clothes that refer to a

custom in a particular nation, while librarian's face and dress like ordinary people. It seems, there is a certain meaning that the cartoon maker wants to convey from the selection of these different figures

If you want to be interpreted further, it seems that library users are described as stupid, because it is impossible for people who know the library not to know the types of books available in the library. Even an elementary school child knows that the book is a phone book, because it contains the names of the people in the left column and the landline numbers of each name on the right, while the format of the story book is not like that. . All of this is deliberately made to bring out the funny effect of the cartoon, because one of the elements of the cartoon must contain an element of humor.

In the theory of humor, describing someone who considers himself smarter than others, can be included in the superiority theory. As stated by David Monro that according to the superiority theory of humor, people will laugh, when they see people belittled or underestimated. Likewise, according to Eva Dadlez who stated that the superiority theory is a mockery that can produce a pleasure when someone feels higher than the person being ridiculed and Jeannette Bicknell who explains that many people laugh when they see misfortune for others, because it can get entertainment. Lintott, 2016).

One of the elements of ridicule found in the text is when the librarian answers a guest's question by saying: you are the one, which means that he is the only visitor who takes the book, no one else. From these words implied meaning that what the officer wanted to say was how stupid the person who took the book was, couldn't tell the difference between a phone book and a story book. When viewed from the combination of images and text, it can be concluded that the message the meme maker wants to convey is that if you take a book, it must be researched first, pay attention

to the label on the bookshelf that matches the one you want to choose. Cartoon models like this can also be used as an alternative as a tool to provide information in the library. Even though it shows more elements of humor than the instructions, the purpose of the instructions is still maintained.

Unlike the previous cartoons, the cartoon below seems to be more complicated, both in terms of graphics and text:
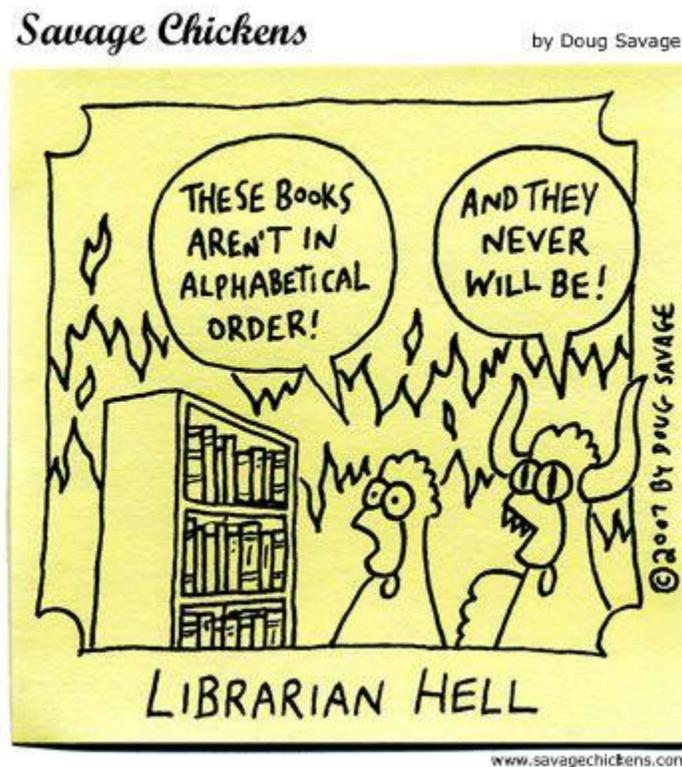

Image 4:

Source:

In this cartoon depicted there are two animals. If it is related to the text above which reads: Savage Chickens, it can be assumed that the animal in the cartoon is a chicken, namely the female

rooster on the left and the rooster on the right. However, on the other hand, judging from the presence of horns on one animal, it is possible that the other animal is not a chicken. Then, what animal is it? Is the animal picture in this cartoon a picture of the cow and chicken in the American animated comedy television series created by David Feiss for Cartoon Network? Apparently, this needs to be interpreted further.

If the animal image in the cartoon symbolizes something, then the question is what does it symbolize? However, to note is that to create instructional cartoons in the library. According to Tran (2011), a symbol is something that represents or represents something else, usually an idea. Sometimes symbols may be as clear as those mentioned above, but other times they may be more subtle in meaning (Tran, 2011). In the ancient world, and in many cultures today, chickens had deep religious and social significance. (Worrall, 2014). In Western literature the chicken is likened to a symbol of parental and spiritual love (Davis, 2002). Most cultures regard the rooster as a sign of enlightenment and enlightenment. The symbolism of the rooster is lively and diverse. The symbolism of the rooster encourages us to listen to what our inner voice is telling us, for it is for our own good. The symbolism of the rooster encourages us to become more engaged members of the community. Take care of each other and be ready to lend a helping hand anytime and anywhere (Green, 2021). Then, what is the meaning of the symbol of the chicken in this cartoon?

In addition to animal images, there are also images of flames in the cartoon. Perhaps, this is related to the text that reads Librarian Hell. Frantz (2016), in his research on Hellfire says that hellfire is a concept that has captured the human imagination for centuries. the stories told to the children of hell fire that made them frightened, the concept of hell fire has had a great impact on humans and their literature. However, for many, the concept of hellfire is nothing more than that:

a mere hypothetical concept that is not literal at all. To them it was just something interesting to ponder.

Regarding the relationship between the text of hell and the image of the flames, one might say there is a connection, but what is the connection with the library? If we look at the text in the balloon, one of the animals says that the books in the library are not arranged alphabetically and the other animal says that it shouldn't be. That is, it may be interpreted that the punishment of hell fire for librarians who do not arrange the books alphabetically. Compared to the previous cartoons, the cartoon looks different. This cartoon is full of symbols, so it is a bit difficult to understand directly. The message in this cartoon is actually good, that is, it gives instructions to librarians, to arrange books alphabetically, so that users can easily find them. However, if it is expressed in a cartoon like this, it will be difficult for librarians, because it is recommended not to use a model like this.

In addition to the cartoons above, there are also cartoons about libraries in the form of comic strips, such as the following examples:

This cartoon looks good and clear, when viewed both from the aspect of image quality and the selection of letters in the text. However, to be used as a means of giving instructions in the library, it doesn't seem appropriate, because the cartoon model like that is too big, so it requires a bigger place, and finding a place like that seems difficult to find in the library. Suppose the cartoon is reduced to fit the available space. in the library, the instructions are not clear, so it can't be done from afar, library users must approach it first, so that they know what instructions are contained in the cartoon.

Another thing that suggests that this cartoon model should not be used is that the dialogue in the balloon is too long, so that to find out what information is contained in the cartoon, library visitors must stop for a moment, unable to read it while passing. In the cartoon it is depicted that there is a child who asks the librarian. The boy asked if the clerk had a big, thick book, to which the librarian replied with a word of praise that how nice it is to see a child reading a good book more than looking at a computer screen.

If interpreted, it seems that there is no message contained in this cartoon, so it cannot be used as an instructive discourse. This cartoon displays more elements of humor than the message to be conveyed. Humor like this can be categorized as incongruity theory. In Straus (2014) it is stated that incongruity theory explains that the existence of a discrepancy gives a situation the potential to be funny, cuteness is a subjectively perceived property. If someone feels a discrepancy, they may find the discrepancy funny.

What makes this cartoon funny is that the librarian thought that the child had borrowed a big and thick book to read, so the clerk praised him, even though the child had borrowed the book for his seat cushion, so that he could look up at the computer screen higher. This mismatch of perceptions is what makes this cartoon funny. To understand this cartoon requires a deep understanding, it can't just be seen in passing. In the cartoon above, besides the image, there is also text in the balloon, so that people can understand the content of the meaning that the cartoon maker wants to convey, but in the cartoon at the bottom, people must examine carefully, what is meant by the cartoon, because there is no text to support it. Since, there was no text, one had to carefully observe the images. In the cartoon below, it can be seen that the book was borrowed not to be read, but to cushion the child's seat, so that he could sit up taller and be able to view the computer screen comfortably. That's why cartoon models like this are not suitable to be used as a means of giving instructions in the library.

Conclusion

From the results of the analysis of some of the cartoons above, it was found that there are cartoons that are suitable for use as a means of giving instructions in the library and some are not. Therefore, in using cartoons as a means of giving instructions in libraries, it is better to follow the opinions of several experts. In Fetsko (2001) it is stated that words can be used in cartoons in many

ways and it is best when they reinforce the non-verbal features of the cartoon. Words should only help other parts of the cartoon. In that way, the reader can understand the message contained in it. Text must not diminish or obscure visual elements in the cartoon. Likewise, Hartley (2004:924) states that a common mistake that often occurs in cartoons is that if the text is mixed with the image, the instructional text is covered by the image.

In addition, Larry Wood's opinion can also be used (in Li, 2020), which says that in order to avoid puns in the caption, wordplay is the easiest and lowest form of humor. Then, avoid using words that are too long, that are too clear, not funny and unrelated to the characters in the cartoon. According to him, a good caption is to be short; and Hartley's opinion (2004: 928) which says that long words—such as long sentences—can also cause difficulties. It is easier to understand familiar short words than technical terms that have the same meaning. Short sentences and short words will always be better understood

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