

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Vocabulary

Vocabulary plays a significant role in daily communication and educational processes. Vocabulary is considered as one of the vital language components in English language learning. Due to its vital position, vocabulary has become one of the language components that supports students in learning English.

Vocabulary is a language component that should be mastered by students. It is caused vocabulary is the component that is used in constructing sentences for communication. In this view of language learning, vocabulary is the way of learning the language. It gives the learner prior knowledge to build up the understanding for using the language. When this knowledge is built up, the learner can begin to understand the goal of learning.

Teaching vocabulary is one of the foundations in mastering English. As the foreign language, English has many vocabularies which must be known by learners in order to master the language. Whilst Becker in (Sue hackman 2008:5) identified that poor vocabulary knowledge as the primary cause of academic failure of disadvantaged students.

According to Kamil and Heibert in (reza 2012: 187), “vocabulary can be generically defined as knowledge of words or word meaning”. Wilkins in

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Thornbury (2002:13) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that without grammar people will get difficulties to express the ideas in the written or spoken form and without vocabulary people will cannot express any ideas both of written and spoken form. Thornbury (2002: 3-10) says that there are six kinds of vocabulary. they are:

a) Word classes. Word classes or parts of speech. They are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.

1. Nouns. Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. There are types of noun as follow: Countable Noun, Uncountable Noun, Proper Noun, Common Noun, Concrete Noun, Abstract Noun, Collective Noun, and Noun Plural.
2. Pronouns. Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it.
3. Verbs. Some examples of verb are like, looking, doing, help and other.
4. Adjectives are words that are used to explain or modify a person, place, or thing, for example: old, new, beautiful, good, handsome and etc.
5. Adverbs are words that are used to describe verb adjectives or adverbs, for example: beautifully, upstairs, now, ago and so on.

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6. Preposition, are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, into, from, of and etc.
 7. Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: although, as, if, for, because, and others.
 8. Determiner. The determiners-words like “a”, “the”, “some”, “this”, “last”. To make easier in learning, Thornbury divides them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns.
- b) Word families. It discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful).
- c) Word formation. Affixation is one of the ways new words are formed from old. Another ways are:
1. Compounding, that is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).
 2. Blending: information + entertainment = infotainment; breakfast + lunch = brunch and etc.
 3. Conversion: I always Google every information. (Google is noun, and then it is converted into verb).
 4. Clipping: electronic mail email; influenza flu.

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5. Acronym. Acronym is the result of forming a word from the first letter or letters of each word in a phrase. It often name political, industrial, and social organization.

6. Coining. Coinages are pure creations of writers, investor, scientists and others who are in need of a term to express a given meaning or to name an item or product. For example: *Kodak, Aspirin, Vaseline, Zipper, Tipp-ex, etc.*

d) Multi-word units;

1. Phrasal verbs: look, for, look after, wipe off, and throw on and so on.
2. Idioms: famous last word, jack me around.

e) Collocations. Two words are collocated if they occur together with more than chance frequency. Example: this week, once more, once again, as well.

f) Word Meaning

1. Synonym. Synonym is words that share a similar meaning (Thornbury, 2002: 9).
2. Antonym. Antonym is a word expressing an idea directly opposite to that of another word in the same language (McCarthy, 1990: 17).
3. Homonyms. Homonyms are words that share the same form but have unrelated meanings, such as: well, hat, shed, left, fair, etc. Based on Thornbury (2002: 8) stated that homonym is words that share the same form but have unrelated meaning.



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2. The Importance of Vocabulary Mastery

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically and therefore, something to be taken into consideration both in second and foreign language teaching. Vocabulary is the collection of words that an individual knows. Learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. Mastery vocabulary is comprehensive knowledge or use of a vocabulary or understanding vocabulary completely.

Lewis and Hill (1990: 12) said that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

The strategies should be useful within the classroom as well as when learners are in situation where they encounter new and unfamiliar words on their own.

According to McKeown and Beck (2003), it is important to use both formal and informal vocabulary instruction that engages students cognitive skills and gives opportunities to the learners to actually use the words. In addition, Nation (2003) stated that teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help

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learners figure out meaning on their own. These ideas can be defined vocabulary has significant role in engaging students' cognitive skills before starting the learning process. It is also a must of every teacher to facilitate vocabulary learning to students in purposing to help them in figuring out meaning in every word that they find in learning. As the result, the prior knowledge will be activated and the students will not get difficulties in learning process.

Teaching vocabulary should be having both of direct and indirect teaching . direct instruction refers to teaching the words and their meaning. An example of direct instruction would be pre-teaching vocabulary items students will encounter in a reading selection. Indirect instruction refers to helping learners to use appropriate strategies so they can figure out meaning of words on their own.

Teaching vocabulary before coming to core activity will give benefits to the students. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words. These are a summary of these approaches and strategies and all designed to actively involve students in their acquisition of English vocabulary.

a. Previewing the Vocabulary

Activating students' prior knowledge of the vocabulary by either brainstorming with students the words in unit they already know and writing them on the board, or by having students look at the wall chart,

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the transparency, or the illustration in word by word and identifying the words they are familiar with.

b. Presenting the Vocabulary

Point the picture of each word, say the word, and have the class repeat it chorally and individually. Check the students' understanding and pronunciation of the vocabulary.

c. Vocabulary Practice

Have the students practice the vocabulary as a class, in pairs or in small group. Say or write a word, and have the students point to the item or tell the number. Then, have students say the word.

d. Writing and Spelling Practice

Have students practice spelling the words as a class, in pairs or group. Say or spell a word, and have the students to write it then point to the picture of the item and have the students write the word.

3. The Concept of Comic

a. Definition

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. According to Scott McCloud in his book *Understanding Comics* (1993), comics are juxtaposed pictorial and other images in deliberate sequence,

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intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons. Comics are an art form using a series of static images in fixed sequence.

Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “*manga*” when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. “Comics” in the UK are most likely to be a reference to comic books – the term “comic book” only became popular in the UK as a reference to import US comic books.

Collier’s Encyclopedia (1955: 402) defines comic as “term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artists make some of them serious, mysterious, and adventurous.” Generally, there are several categories of comics such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoons, fun and humor, love, interest, and retold classics. A. S. Hornby (1987: 168) states that comic is books or magazines containing stories etc. in the form of drawing.

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Nana Sudjana (2002: 64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

M. Nashir (2002: 22) says that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny. From the various definitions above, it can be concluded that comic is an art work which has sequence of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

Teaching vocabulary through comics can help students to learn synonyms and antonyms to expand vocabulary and give an example of vocabulary related to current trends and fads” (<http://geekyteacher.wordpress.com/2009/06/01teaching-englishthrough-comics/25,1,2015>). It means teaching vocabulary through comics can enrich a variety of new words in the text. Comic as teaching media is easier to understand and to remember of each word.

Based on myrtis and and relo andes’ opinion in their book entitled *why using english Comic for the class room?* (P.5), comic is stories that educate, enrich, and entertain everyone. When they are graphically rendered in comics, they appeal to many people for different reasons. They appeal to the artist in all of us. They appeal to people who have different learning styles. They especially appeal to people who like

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stories with fewer words. The stories in this book, written by teenagers and young adults, will appeal to audiences of all ages. These stories promote the importance of learning languages, at this point in history, the importance of learning English as a global lingua franca. These stories provide an enjoyable opportunity to increase vocabulary, reading comprehension, listening and speaking and, ultimately, writing. The stories and exercises together are a whole language anthology designed to improve communication skills. This book provides exercises that employ the cooperative/collaborative learning philosophy and address multiple learning styles.

4. Strengths of Comic in Education

Strengths of comics in education stated in Genayang.”Comics Educational Strengths”.<http://www.genayang.com/comicsedu/strenghts.html> (accessed january 20, 2016), as follows:

1. Motivating

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in

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teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.

Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics.

Sones in *Genayang (Comics Educational)* theorizes that pictures tell any story more effectively than words. “The potency of picture story is not a matter of modern theory but of anciently established truth. Before man thought in words, he felt in pictures...it is too bad for us “literary” enthusiast, but it’s the truth nevertheless, pictures tell any story more effectively than words”.

2. Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics’ picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones in *Genayang (Comics Educational)* found that comics’ visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story. The result was the first group scored significantly higher than the second group. At the end Sones concluded that a strong trend in favor of the picture continuity

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was indicated “Sones’ conclusion foreshadows the trend towards teaching to multiple intelligences among educators today.

He writes, “An assumption implied in most school instruction is that all children will read the printed material with equal effectiveness. The absurdity of this practice is patent” Visual learners benefit from visual media”.

3. Intermediary

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success.

Karl Koenke in *Genayang (Comics Educational)* suggests that comics can lead students toward the discipline of learning. Hutchinson’s experiment in *Genayang (Comics Educational)* found out that many teachers discovered comic strips to be particularly useful in special classes or for slow learning pupils in regular classes.

Versaci in *Genayang (Comics Educational)* found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon. “Using comics, Versaci challenges college literature students to consider, evaluate, and question the very concept of a “literary canon.” Because comics are rarely considered literature, Versaci than leads his class in a

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discussion on literary worth. He has found out those discussions on comics are generally livelier than those on classic novels”.

4. Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, “yes.” It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in and out of school. According to Versaci in *Genayang (Comics Educational)*, through comic books, teacher can lead their students in a study of “contemporary lifestyles, myths, and values” “Versaci (2001) asks English teachers to consider Judd Winick’s comic book *Pedro and Me: friendship, Loss, And What I learned*. *Pedro and Me* is a touching account of the author’s friendship with Pedro Zamora/ a young AIDS activist who eventually succumbed to disease. Through comic book such as these, teachers can lead their students in a study of “contemporary lifestyles, myths, and values”.

5. Element of Comic

The elements themselves have a great influence to abstract students’ attention in learning activities. Comic has been spread

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outwidely as the media to entertain or give a fun. The colored illustration, simple plot and characterization will attack the person who read.

Sudjana defines comics as a kind of cartoon from expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. Comic presents an artistic from of popular in which in society becomes flatten reading in the entire world. Devotes of comic consist of various circles without differentiating age, profession and gender. This matter affects comic as communication media, having ability live with remarkable so that it can be used to as sort the target. Outside as entertainment amusements reading comic can personate propaganda media, appliance assist education, and instruction etcetera. Natural comic develops in some modification, some format ,contents, technical production, and marketing strategy. Some comics are published along with rolling out of animation screen of cinema as Walt Disney products Donald Parrot, Mickey Mouse, Beauty and Beast, Lion Kings and many more.

Comic is classified into two types, namely, comic strips and comic book. Comic strip or strips are comics, which are loaded by newspaper while comic book is pictorial story corps that consist of story theme and title. Many popular comic strips in the national press are used to challenge stereo types and criticize discrimination. You can exploit these aspects of the stories to introduce lessons on these issues in a less formal way. Many comic strip characters are seen in situations based on

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misunderstandings. Radali S. Davis, “*Teaching English Using Cartoons Comic Strips*”, in <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>. (accessed on January 20, 2016) Exploite these features as communication breakdown to discuss how characters speak to each other and what they might say. Devise role plays based on these comic strips to challenge more advanced learners. Get them to act out the next sequence in the story.

5. The Use of Comic in Teaching

Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have ever read comic. The wide spread of comic has interested the writer in using comic as a medium for teaching. A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students’ interest. It is better to combine the use of comic with a particular method of teaching. So, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students’ age. Also, a teacher should help them get broader information and knowledge from the comic.

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B. The Relevant Research

In this part, the writer describes the some previous researches that are relevant to this thesis:

1. The first previous research was conducted by Efa Kurniyanti (2008) about The Use Oliver Twist Comic Book as Alternative Material in Teaching Extensive Reading SMA Kesatrian I Semarang. The finding showed that use of Oliver Twist Comic Book as an alternative material could bring some positive results, such as enriching vocabulary and grammar, developing new language and information about different culture and stimulating creativities. Oliver Twist Comic Book is appropriate for senior high school students and it is relevant to the material, as school curriculum requires.
2. Masrukhan (2007) conducted the research about using chart game in teaching vocabulary for the first grade students of SMPPGRI Kayen – Pati in the academic year 2006/2007. One of the objectives of study was to find out whether there is any significant different between using game and non-game. The result showed that the using chart game in teaching vocabulary gave better result than without using game.

Two researches above discussed great topic, the first researcher used comic to teach reading comprehension and the second researcher used chart game in teaching vocabulary. And the first researcher found the positive result such as enriching vocabulary and grammar in senior high school. Therefore, the researcher took new field that is the effect of using comic on vocabulary mastery in Vocational high school.

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C. Operational Concept

a. Variable

To avoid misunderstanding. It is necessary to clarify the variables used in analyzing the data. There are two variables in this research, they are variable X and variable Y. variable X is the effect of using comic strategy. Variable Y is the students' vocabulary mastery .

1. The indicator of variable x(Erwi Hari Kurniawan; 2009)

The activities of the research used are in the following procedures:

- a. The teacher observed the previous students' vocabulary average.
- b. The teacher planned the action, constructing the lesson plan for the first cycle using comic.
- c. The teacher implemented the first action cycle (giving treatment, using comic).
- d. The teacher observed the classroom while implementing the action in first cycle.
- e. The teacher gave reflection to the results of the observation by using the guide of observation in the form of checklist.
- f. The teacher analyzed comic and then classified them qualitatively.
- g. The teacher constructed the lesson plan for second cycle.
- h. The teacher implemented the second action cycle.
- i. The teacher observed the classroom while implementing the second action cycle.

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- j. The teacher reflected the results of class observation in the second cycle.
- k. Analyzing the results of reading test in the second cycle quantitatively and then classified them qualitatively.

2. The indicators of variable Y(Thornbury (2002: 3-10)

- a. Students' ability to find prefixes.
- b. Students' ability to find suffixes.
- c. Students' ability to find word classes.
- d. Students' ability to find word formation.
- e. Students' ability to find multi-word unit.
- f. Students' ability to find collocations.
- g. Students' ability spell the word well.
- h. Students' ability to find the antonym of the word.
- i. Students' ability to find synonym of the word.
- j. Students' ability to find hamonyms of the word.

D. Assumption and Hypothesis

The hypothesis is the assumption that is possibly true or possibly also wrong. The hypothesis is the provisional answer to problems of the research that is theoretically considered possibly or highest the level of its truth. It is provisional truth determined by researcher that should be tested and proved. Because the hypothesis is the provisional answer, it is carried out by

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investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted.

In this research, the hypothesis is that there is a difference in vocabulary score of students taught using comic from those taught using non comic. So, comics are the effective media to improve students' vocabulary. Because the score of students taught using comic is higher than the students taught using text.

1. The Assumption

In this research, the researcher assumes that students who are taught by using comic will have better vocabulary mastery achievement. Furthermore, the better Implementation of Comic in vocabulary is the better students' vocabulary mastery will be.

2. The Hypothesis

H₀ : There is no significant effect of using comic on students' vocabulary mastery of the tenth grade students at Vocational High School Ibnu Taimiyah Pekanbaru?

H_a : There is a significant effect of using comic on students' vocabulary mastery of the tenth grade students at Vocational High School Ibnu Taimiyah Pekanbaru?