

## CHAPTER I INTRODUCTION

This part covers the background of the study, problem of the study, object of the study, significance of the study, variables of the study, hypothesis, scope and limitation, definition of key terms, and framework of discussion.

### **A. Background of the Study**

Language is the system of sounds and words used by human to express their thought and feeling. Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling.<sup>1</sup> The primary role words play in language is to convey meaning.<sup>2</sup>

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Reading, listening, writing, and speaking skill need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in

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<sup>1</sup> Hornby, *Oxford Advanced Learner's Dictionary*, New York : Oxford,1948

<sup>2</sup> Kuang Yen Chen, "The Impact of EFL Students' Vocabulary Breadth of Knowledge on Literal Reading Comprehension", *Asian EFL Journal*, V(51), 2011, p.31.

learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication will succeed or not it depends on the accurate vocabulary understanding. Students cannot listen, speak, read and write well if they do not know the vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well.

Vocabulary is an important component in communicative competence. It is crucial for language production and comprehension.<sup>3</sup> Vocabulary meaning is not only implied by definition, but also fits into the world. State stated that vocabulary knowledge expands and deepens over the course of a lifetime. They role of vocabulary is recognized in the first language setting.<sup>4</sup> Schmitt states that vocabulary is a basis of a language. It is important to be mastered first. We cannot speak well and understand written materials if we do not master vocabulary.<sup>5</sup> To understand a text, one must understand the words that represent the ideas or concepts. Schmitt also states that no matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.<sup>6</sup>

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<sup>3</sup> Muhammad Rochman, "The Implementation of the 5E Model Stages to Build Students' Vocabulary", *Jurnal on English as a Foreign Language*, V (2), 2012, p. 25.

<sup>4</sup> *Ibid.*, p. 25.

<sup>5</sup> Tri Harviati Aziza, "The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery", *Journal*, 2012.

<sup>6</sup> *Ibid.*

Teaching Vocabulary is not easy, moreover teach vocabulary in senior high School. Teaching Children is very different from teaching adult. Children play and children want to play, teaching learning through playing. Consequently, the teacher should pay attention to technique for teaching vocabulary and decide which the best is for their student. Teachers usually use traditional way in teaching vocabulary that is by using dictionary. When student are finding new and difficult words they have to open thick dictionary to look for the meaning. It may a long time for student to find the meaning of the word and it can make the students get bored and tired. Due to that condition, the student may lose their courage to study the vocabulary through enjoyable activities that will make the students memorize easily without opening dictionary all the time.

Vocabulary size is more important factor in second language learners. Because, we should be master in the vocabulary size to make it easy to study in every skill of English. For second language learners to achieve fluency in English, they need to gain at least 5.000 word, preferably 10.000 words.<sup>7</sup> In order to understand 95% of text, readers have to know at least 4000 word families, including 2000 high-frequency words, 570 general academic words, at least 1000 technical words, and proper low-frequency word families.<sup>8</sup>

Vocabulary size is a kind of measurement test, just like TOEFL. As the writer have sent an email to Paul Nation, the writer asked him whether there is

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<sup>7</sup> Muhammad Rochman, "The Implementation of the 5E Model Stages to Build Students' Vocabulary", *Jurnal on English as a Foreign Language*, V (2), 2012, p. 25.

<sup>8</sup> *Ibid.*, p. 32.

a minimum vocabulary size that students of senior high school need to know. He said in his research abstract that vocabulary size is categorized as the skill that someone want to do. If 98% coverage of a text is needed for unassisted comprehension, then an 8,000 to 9,000 word-family vocabulary is needed for comprehension of written text and a vocabulary of 6,000 to 7,000 for spoken text.<sup>9</sup>

Most writers believe that second language learners have difficulty understanding the text because of the limited breadth of their vocabulary. But, they will be easier to understand if they get the good strategy or good media. Therefore, how the writer uses a good media on vocabulary size of students.

Use of instructional media in teaching and learning can evoke desire , motivating and stimulating learning activities, and even bring psychological effects on students. Study by using picture stimulus and word stimulus or visual and verbal conclude that visual stimulus produce better learning outcomes for tasks such as recall, recognize, and give relation between facts and concepts.<sup>10</sup> When we expand our methods of literacy instruction by including TV, drama, multimedia, comics, and other formats, we may be able to reach more students in the language arts classroom and meet students' different learning styles than would be the case using purely traditional

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<sup>9</sup> Paul Nation, I. S. P., "How large a vocabulary is needed for reading and listening?" *Canadian Modern Language Review*, 63(1), 2006, p. 1.

<sup>10</sup> Azhar Arsyad, *Media Pengajaran*, Jakarta: PT RajaGrafindo Persada Publishers, 2000, p. 9.

teaching methods.<sup>11</sup> Students will be more understand the text that there are some picture. Also it can help them to check how many the vocabulary size of the students.

The use of comic strips is also considered good in assisting the students in understanding vocabulary since the picture and the dialog cooperate with each other meaning that most of the expressions shown by the characters reflect the content of the dialog. Therefore, the students can take advantage by guessing the words through the pictures. Besides, the use of comic strips also gives contribution to the aspect of mechanics, especially spelling and punctuation.<sup>12</sup> Using comic strips also make the students really interesting. Comic strip is one of authentic material, and using authentic material is really important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine text successfully, that can motivate them and build their confidence.

Comic strips are not only for fun in a language class, but there are also methodological reasons for teachers to use them. A text that has a story line and a logical structure is easier to remember and to recall. Comics strips provide the structure and stimulus to which students respond, and, as Brown points out, since stories are universal, students from different cultures can understand

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<sup>11</sup> John C Olson, *The Comic Strip as a Medium for Promoting Science Literacy*, (Online), (<http://www.csun.edu/~jco69120/coursework/.../OlsonActionResearchFinal.pdf>). Accessed on June 04, 2013).

<sup>12</sup> Fika Megawati, & Mirjam Anugerahwati., "Comic Strips: A Study on The Teaching of Writing Narrative Texts", *TEFLIN Journal*, 23(2), 2012, p. 200.

their structure and can identify with the characters, which helps them to acquire vocabulary, grammatical and communicative competence.<sup>13</sup>

According to John Oller and his episode hypothesis, “texts (oral or written forms of discourse) which are more episodically organized can be stored and recalled more easily than less episodically organized material.”<sup>14</sup> In other words, it is easier for students to learn a language if they are given connected sentences that have a logical structure and a story line, instead of disconnected, randomly organized phrases. Of course it has been stated many times before that vocabulary and language can be learnt in context; however, Oller goes one step further and states that context in itself is not sufficient (i.e. a simple dialogue).<sup>15</sup> What is essential is that the dialogue or text should have a logical structure and a logical conclusion. This way the students can follow the story line step by step and can recall its structure more easily because logic helps them, and they do not have to rely only on memory. Oller’s theory can be applied in the case of comic strips used in language classes. Comics have a story line; therefore, they have a conclusion or at times a punch line. This way the reader, in this case the student, is “motivated to continue reading and to become more involved in the content than in the language”.<sup>16</sup> Consequently,

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<sup>13</sup> Noemi Csabay, “Using Comics Strips in Language Classes”, *English Teaching Forum Journal*, (1), 2006, p. 26.

<sup>14</sup> John.W. Oller, “Story Writing Principles and ESL Teaching”, *TESOL Quarterly* 17 (1), 1983, p. 44.

<sup>15</sup> *Ibid.*, p. 44.

<sup>16</sup> H. Douglas Brown, *Teaching by Principles : An interactive approach to language pedagogy*, Upper Saddle River, NJ: Prentice Hall Regents, 1994, p. 227.

the student will be eager to know what will happen, what will be the end of the story (as his/her curiosity has been aroused), and will remember the words, expressions, and grammatical forms more easily.

Comic strip is a media that has something different with other media. Because the pictures in the comic strip in good order so as to form a story and use word balloons to clarify the story in it. In addition, the use of color is also affected and can attract the interest and attention of the students.

In this research the writer focused on using comic strip in increasing vocabulary size. There are several reason to choose vocabulary as the focus. Vocabulary is an important parts in learning language. Wilkins wrote that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>17</sup> This statement states the important of vocabulary in learning language in this case is English language. The writer also conducted an observation in the target school. The English subject teacher said that the students are lack in vocabulary. Without a proper size of vocabulary, the students are difficult to develop their English learning. They even do not know what to say something in English if they do not have enough vocabulary. This is why vocabulary is important, and become the focus in this study.

Aziza reported in her research that there is a significant effect of teaching vocabulary using comic to increase students' vocabulary mastery, since it was found that the result of t-value is 5.11. Based on the 0.05 significant level, the value of t-table is 2.0375, the computation shows that t-

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<sup>17</sup> David A. Wilkins, *Linguistics and Language Teaching*, London : Edward Arnold, 1972, p.111.

value is higher than t-table that is  $5.11 > 2.0375$ . The research findings indicate that the students are interested in learning English vocabulary using comic. The teacher uses the variety of teaching methods in teaching learning process in order to get the higher achievement of the students.<sup>18</sup>

Megawati & Anugerahwati studied about Comic Strips as well. The result of the use of comic strips for composing narrative texts through writing process in this study showed that the students' writing ability improved during the cycles conducted. Besides, the mean scores of each aspect of writing; content, organization, grammar, vocabulary, and mechanics also improved. All of the students of XII-language program can achieve the minimum passing criterion, 70. Furthermore, the students' attitude towards writing activities had improved. They were more confident in writing and felt that the implementation of comic strips was helpful for them in writing a narrative text.<sup>19</sup>

Based on the background which is explained above, the writer interested in applying Comic Strip as a media to teach English at SMAN 1 Hanau. It is to improve the students' vocabulary size. Specially for the Eleventh-year students of SMAN 1 Hanau as the subject of this study.

The eleventh-year students of SMAN 1 Hanau chosen to be the subject of this research because they have not been studying vocabulary by using a picture especially Comic Strips media. Based on interview to the

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<sup>18</sup> Tri Harviati Aziza, "The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery", *Journal*, 2012.

<sup>19</sup> Fika Megawati, & Mirjam Anugerahwati., "Comic Strips: A Study on The Teaching of Writing Narrative Texts", *TEFLIN Journal*, 23(2), 2012.



teacher, the writer is very interesting in conducting a study in the school because comic strip media is a new method in teaching vocabulary in the school. The writer are confident that this method greatly interested the students in learning English language also increased the students' vocabulary size. Theoretically, they should be able to improve their vocabulary to make them easy to understand English well. But in fact they still depending on their traditional method in improving their vocabulary size. They have not learned yet teaching vocabulary by using Comic Strips media. That is why this research is important to conducted in order to know the effect of comic strips media on vocabulary size at the eleventh-year students of SMAN 1 Hanau in academic year 2013/2014.

Based on the theory above, the research wants to study entitled The Effect of Comic Strip Media on Vocabulary Size at the Eleventh-Year Students of SMAN 1 Hanau.

## **B. Problem of the Study**

Based on the background of study above, the writer formulates the problem “Do the students taught by comic strips media have better vocabulary size than those taught by non-comic strips media at the eleventh-year students of SMAN 1 Hanau ?”

### **C. Objective of the Study**

Based on the problem of the study, the objectives of the study is to measure the effect of comic strips media on vocabulary size gained by the eleventh-year students of SMAN 1 Hanau in academic year 2013/2014.

### **D. Significance of the Study**

Theoretically, it is expected that the result of the study can give contribution to support the theory on Classroom Technique. Foreign Language and English as a Second Language. Therefore, the English teacher should give a good method to develop them effectively.

Practically, the result of the study expected to give significant contribution to the English teacher. One of the significant is that Comic Strips Media in teaching English that can be used by teachers as an alternative media to be used in teaching of vocabulary.

Beside that, the result of the study expected to be significance in giving contribution to other writers who conduct the same fields of research and giving contribution for the readers in increasing the quality of English Teaching Learning.

### E. Variable of the Study

According to Arikunto, variables are the object of the research<sup>20</sup>. There are two variables in this study, as follows :

- Independent variable : Comic Strips media used in teaching vocabulary (X)
  - o  $X_1$  : Experiment group is the group where used Comic Strips to teach vocabulary
  - o  $X_2$  : Control group is the group where Comic Strips media will not be applied
- Dependent variable : Vocabulary size who involved in this study (Y)

### F. Hypothesis

The hypothesis of this study as follows :

- (+)  $H_a$  : The students taught vocabulary by comic strips media have better vocabulary size than the students taught vocabulary by non-comic strips media at the eleventh-year students of SMAN 1 Hanau in academic year 2013/2014.
- (-)  $H_o$  : The students taught vocabulary by comic strips media do not have better vocabulary size than the students taught vocabulary by non-comic strips media at the

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<sup>20</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, Jakarta : PT Rineka Cipta, 2002, p. 96.

eleventh-year students of SMAN 1 Hanau in academic year 2013/2014.

### **G. Scope and Limitation of the Study**

The study is only done to measure the effect of comic strips media, especially the effect of comic strips media to enhance vocabulary size with the material for the eleventh-year students, based on the syllabus at the eleventh-year students' of SMAN 1 Hanau. The study has integrated with teaching narrative text. The subject of the study would be the eleventh-year students' of SMAN 1 Hanau in academic year 2013/2014. The samples of the study are XI IPS 1 and XI IPS 2. The number of the population was 34 students which consist of two classes. Therefore, the writer took both of classes as the sample of the study.

### **H. Definition of Key Terms**

- 1. Effect** is a change by something. Something in this case is treatment. In this study, a change of something is the change of the students' vocabulary size of the eleventh-year student of SMA Negeri 1 Hanau.
- 2. Media** is a tool using by someone to help him/her easy to describing something for other people. In this study, according to literal meaning, media is mediator. Teaching media means a tool that is used in teaching.

The use of teaching media in learning activity will help the effectiveness in learning process and transferring the lesson.

3. **Comic strip** is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. In this study, Comic strip is a media that used by writer to the students.
4. **Vocabulary Size** is a convenient proxy for a whole range of educational attainments and abilities. In this study, Vocabulary size as a students' standard which how many students' vocabulary.
5. **Experimental Study** is the event planned and carried out by the research to gather evidence relevant to the hypothesis. In this study, experimental study as research method used by writer.

## I. Framework of Discussion

The framework of the discussion of this study are :

- Chapter I** : Introduction consists of background of the study, problem of the study, object of the study, significance of the study, variables of the study, hypothesis, scope and limitation, definition of key terms, and framework of discussion.
- Chapter II** : Review of related literature consists of related study.
- Chapter III** : Research method consists of research design of the study, population and sample of the study, research

instrument of the study, data collection procedure of the study, and data analysis procedure of the study.

**Chapter IV** : In this chapter the writer explains about the result of the study and discussion.

**Chapter V** : In this chapter, the writer would like to give conclusion and some suggestions based on the result of the study.