CHAPTER II
REVIEW OF RELATED LITERATURE

Review of related literature consists of previous studies, the nature of vocabulary, vocabulary size, how many words foreign language learners have to know the nature of media, the nature of comic, comic strips, teaching procedure, and teaching vocabulary at SMA level.

A. Previous Studies

There were some studies those are concerned about experimental study previously. The studies were trying to proof some theories' effect toward a specific population. Those studies are :

Royanti, it was found that The computation result of t-test was 4.616. the critical value of t was 2.02 for a = 5% and df = 38. Because t value was higher than the critical valueof t (4.616>2.02), it could be concluded that there was significant difference in the achievement between the students who were taught using comics and students who were taught without comics. From the polygon frequency, it could be concluded that English comics was an effectivective medium of teaching story retelling.[21]

Aziza, it was found 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

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[21] Royanti, "The Use of English Comics to Improve Students' Ability in Story Retelling", *Thesies Stratum One,* State University of Semarang, 2007.

value of t-table is 2.0375, the computation shows that t-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.[22]

Megawati & Anugerahwati, it was found that the use of comic strips for composing narrative texts through writing process in the 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.[23]

In this study the writer only focussed to measure the effect of Comic strips in teaching Vocabulary as media at SMAN 1 Hanau. The different of this study are the specification of using comic strip instead of comic, and the focus on vocabulary size instead of reading or writing ability at general. But as we know, vocabulary is not a specific subject in high school. So the teaching of

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[22] Tri Harviati Aziza, "The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery", *Journal,* 2012.

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

vocabulary will be integrated in writing. The students' vocabulary size as the majority and comic strip is a media to inrease their vocabulary.

B. The Nature of Vocabulary

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know 'a word if they can recognize its meaning when they see it. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Here are some suggestions to decide which ones to concentrate on: learn the words that are important to the subjects you are studying, learn the words that you read or hear again and again, learn the words that you know you will often want to use yourself, do not learn words that are rare or not useful.

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas: write the words in a notebook (with their translations or definitions); write the words and definitions on small cards; say the words many times (if you have an electronic dictionary you can hear how the word is pronounced); put the words into

different groups (you could use a graphic organizer); write them in a file for use with a computer program; make associations (in pictures or with other words); ask someone to test you; use the words in your own speaking or writing.[24]

Hocket stated that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.[25]

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins stated that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.[26]

1. Kinds of Vocabulary

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that vocabulary is contained of many words which is needed to be known and mastered. Vocabulary is all the word that

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[24] Paul Shoebottom. 2011. *How to Learn Vocabulary*. Http://esl.fis.edu/learners/ advice/ vocab. html. (Online), (Accessed on April 8, 2011).

[25] David Nunan, *Language Teaching Methodology*. Prentice Hall International, 1998. p. 117.

[26] Edriz. *Vocabulary Mastery.* http://www.scribd.com/doc/18475644/Vocabulary Mastery.html, (Online), (Accessed on Febuary 12, 2013.)

can be combined into one sentence and had certain meaning. It means that no one can communicate with other if there is no word that they know. It can be said that vocabulary is the most important thing that we need to communicate a specific purpose.

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverbs etc.

a) Content word

A word that conveys information in a text or speech act. Also known as a *lexical word*. Content words which include nouns, lexical verbs, adjectives, and adverbs belong to *open classes* of words: that is, new members are readily added. Contrast with function word.

Category	Description	Examples
Nouns	people, places, things, and ideas	Patty, Seattle, cars, happiness
Main verbs	verbs without auxilliaries	ran, swim, thinks
Adjectives	words that describe nouns	red, soft, careful

Category	Description	Examples
Adverbs (except adverbs of frequency)	words that describe nouns	calmly, quickly, carefully[27]

b) Function word

A word that expresses a grammatical relationship. Also known as a *grammatical word*. Function words include determiners, conjunctions, and prepositions. Contrast with content word.

Category	Description	Examples
Prepositions	words that tell relation to other words	at, on, to, near
Conjunctions	words that tie clauses together	and, so, but, however
Determiners	words that give detail to nouns	a, an, the, some, any[28]

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[27] Content Words and Function Words. 2011. http://www.pronuncian.com/Lessons/Default.aspx?Lesson=58,html, (Online), (Accessed on July 20,2013).

[28] Content Words and Function Words. 2011. http://www.pronuncian.com/Lessons/Default.aspx?Lesson=58,html, (Online), (Accessed on July 20,2013).

2. Vocabulary Size

The number of words that a person knows. 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 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.

Since vocabulary test is a measurement test which cover all kinds of vocabulary known by someone. The test of vocabulary size of this study will conclude both of the content and function words. Total number of the test is 200 items which consist of 26 function words and 174 content words. The goal of this research is to measure how many vocabularies that students know before and after the treatment to find any differences.

Test is a way of getting feedback on the teaching learning process.[29] Without testing, there is no reliable means of knowing how effective a teaching sequence has been. In this study, the test used 18 Comic strip which consist 200 Vocabularies.

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[29]Scott Thornbury, *How to Teach Vocabulary*, p.139

3. How Many Words Foreign Language Learners Have to Know

People use language to communicate, and so naturally one key issue in vocabulary studies is how much is necessary to enable this comunication. Nation states that readers need at least 5.000 words to read texts pleasurably. This is in line with Laufer who has estimated that vocabulary size of 5.000 words indicates that a students knows a relatively high proportion (about 95%) of the running words in a text to read it independently.[30]

English native speakers will add roughly 1.000 word families a year to their vocabulary size. This means a (L1) five years old begining school will have a vocabulary of around 4.000 to5.000 word families.[31]

Thornbury clasify the scale of the words for different level as follow:

Table. 2.5

Vocabulary Size of Foreign Learners

Easystars	200 words
Level one Beginer	300 words
Level two Elementary	600 words
Level three Pre- Intermediate	1200 words
Level four Intermediate	170 words
Level five Upper- Intermediate	2300 wods
Level six Advanced	3000 words

Source,[32]

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[30] Wahyunengsih, *The Use of Commercial*, p. 186

[31] Norbert Schmitt, *Researching Vocabulary*.p. 6

Based on the table 2.3 about english vocabulary size of foreign learners, it can concluded that easystars students of indonesia at leas have 200 of vocabulary size. Because of the students who would be sample of this study are the eleventh-year students so the writer gave 200 words in testing vocabulary size of the students.

C. The Nature of Media

Media is a tool using by someone to help him/her easy to describing something for other people. 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. Beside raised the students' motivation and interest, teaching media also helps the students to raise their comprehension.[33]

1. The Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

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[32]Scott Thornbury, *How to Teach Vocabulary*, p.59
[33] Rodhatul Jennah, *Media Pembelajaran,* Banjarmasin: Antasari Press, 2009, p. 18.

There are some reasons why teaching media could increase students' learning process[34]. The first reason is about the advantage of media in learning process, such as:

a) Teaching process will be more interesting. So, the students' motivation could be increase.

b) The materials clearly in meaning. So, students can understand and master the purpose of teaching better.

c) The teaching method will be more varied, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.

d) Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.

2. The Use of Media

According to Kemp and Dayton, stated the positive impact of media:

a) The delivery of lesson more full pledge.

b) Learning can be more interesting.

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[34] Nana Sudjana, Ahmad Rivai, *Media Pengajaran.* Bandung: Sinar Baru Algensindo, 2002. p. 2.

c) Learning becomes more interactive.

d) Learning time can be shortened.

e) The quality of learning outcomes can be improve.

f) Learning can be given when and where desired or necessary, and

g) The students' positive attitude can be improved.

h) The learner's role may change to be more positive.[35]

D. The Nature of Comic

1. Definition of comic

There are many definition of comic. Some people said it is a sequenced picture with a story line. Some others said it is a kind of magazine. But the basic essential of the entire definition said comic is a story, illustrated by pictures.

According to McCloud, comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer[36]. By definition, a single panel illustrations are not comics instead of cartoons. Comics are an art form using a series of static images in fixed sequence placed side by side. The two most common forms of comics are comic strips (as appear in newspaper) and comic books. Comic strips are serial comics that are

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[35] Rodhatul Jennah,. p. 22.

[36] Scott McCloud, *Understanding Comics*, America: HarperCollins Publisher. Inc, 1993, p. 9.

published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. Nana Sudjana 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 brief and interesting stories, completed with action[37]. Based on the definitions above, it can be concluded that comic is an art work which has sequence of characteristics stories, events in picture form which can be humorous, mysterious, adventurous, and etc.

2. The strength of Using Comic

Strengths of comics in education according Gene Yang can be described as follows:

a) Motivating

The most opinion about comics as an educational tool, is its ability to motivate students. Through comic as a media, the teacher can motivate the students to learn English in more enjoyable and interesting ways. Students, especially teenagers, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, by using comics as a media in teaching English, the students will not realize that they are actually learning 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

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[37] Nana Sudjana, dan Ahmad Rifai. *Media Pengajaran*. Bandung: Sinar Baru Algensindo, 2002, p. 64.

the use of cartoon comics. Sones theory in Gene Yang states that pictures tell any story more effectively than words.[38]

b) Visual

Sones in Gene Yang said further about comics' strength. It was said as below:

> "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"[39].

Comics, which is being composed of pictorial and set images, are fundamentally a visual media. The interest of students in comics' picture emphasizes the potential of visual media. Gene Yang also wrote about Sones's experiment in his website. He writes Sones conduct an experiment by using a comic as the media of teaching. He divided four hundred sixth- through ninth-grade students into two groups. Both are equal in intelligence level. He gave the first group a comic as the media while He gave a text only to the second group. Afterwards, the students were given a test based on the story. The result was the first group gained higher score than the second group. Sones then conduct the second treatment. He reversed the media. The first groups were given a text only, and the second group was given a comic. The result was the second group gain higher score. Sones inferred from this that children in the first

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[38] Gene Yang, *Comics in Education*, 2003, http://geneyang.com/comicsedu/strengths.html (online) (accessed 17 September 2013)

[39] Gene Yang, *Comics in Education*, 2003, http://geneyang.com/comicsedu/strengths.html (online) (accessed 17 September 2013).

group had neared saturation after reading the comics, so were unable to learn much more from the text. Those in the second group did not reach saturation until after they had reread the material in comics. Then He writes, "An assumption implied in most school instruction is that all children will read the printed materials with equal effectiveness. The absurdity of this practice is patent"[40].

c) 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 Gene Yang suggests that comics can lead students toward the discipline of learning. As Gene Yang noted from Hutchinson's experiment, it was 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 Gene Yang also 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.[41]

d) Popular

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[40] Gene Yang, *Comics in Education*, 2003, http://geneyang.com/comicsedu/strengths.html (online) (accessed 17 September 2013).

[41] Gene Yang, *Comics in Education*, 2003, http://geneyang.com/comicsedu/strengths.html (online) (accessed 17 September 2013)

Still on his website, Gene Yang noted form Versace, it is said :

> "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 discussion on literary worth. He has found out those discussions on comics are generally livelier than those on classic novels". [42]

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, it can bridge the separation many students feel, between their lives in and out of school.

3. The use of comic in teaching

Comic has been spread out widely as the media 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, especially comic strip as a media 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 gaining the students' interest. It is better to combine the use of comic with a

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[42] Gene Yang, *Comics in Education*, 2003, http://geneyang.com/comicsedu/strengths.html (online) (accessed 17 September 2013).

particular method of teaching. So, the use of comic as a media 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.

E. Comic Strips

McCloud stated comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.[43] Comics is an art that uses no moving images are arranged so as to form the fabric of the story. Comics is a hybrid medium in which illustrations are strongly blended with other types of communicative representations, usually written words (see comics vocabulary), in order to convey information or narrative, thus seeking synergy by using both visual and verbal (or otherwise communicative) elements in interaction.[44] 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.

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[43] Tri Harviati Aziza, "The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery", *Journal,* 2012.

[44] Nawlin Wiki. 2010. *Comic.* http://en.wikipedia.org/wiki/Comics, (Online), (Accessed on june 19, 2013).

A 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.[45]

F. Teaching Procedure

In this research, the writer taught the students by using comic strip media. The media integrated in Narrative text material. The reason of the integration is that comic strip has a same pattern as narrative text which are orientation, complication, and resolution. By using comic strip, the students have had much information to compose or understand a narrative text better than using ordinary picture or without using picture. In relation, the students are expected to learn more vocabulary. Consequently, the student have been 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 easily.[46]

In the implementation of comic strip in teaching narrative text, the students asked to write a narrative text according to a comic strip as their story guide. Before they started to compose, the teacher taught about narrative text by using a different comic strip. Teacher explained the nature of narrative text with the comic strip as the media. In composing the text, the students allowed

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[45] Graham87. 2010. *Comic Strip*. https://en.wikipedia.org/wiki/Comic_strip, (Online), (Accessed on June 19, 2013).

[46] Noemi Csabay, "Using Comics Strips in Language Classes", *English Teaching Forum Journal,* (1), 2006, p. 24.

to use dictionary to find the difficult word. This implementation repeated several meeting until the post-test is conducted.

G. Teaching Vocabulary at SMA Level

Supriati, it was found that it had no time and special class to learn about improving vocabulary. But their strategy was inserted when they learned about four skills such as listening, reading, writing and speaking. For example, the teacher often used audio lingual and repeated on their own speech in teaching listening. So, the students understood and familiar to the english word told by the native speaker. It strategy helped the students in improving their vocabulary in the listening class. The student felt relax and enjoy, also that aspect helped the students remembered and got some word to do some drill given by the teacher. Besides, strategy in improving vocabulary also inserted when the teachers taught reading. The strategy used by the teacher in teaching reading were reading aloud, silent reading, read individual, read together, and looked for the meaning or underline word. It helped the students to improve their vocabulary because the students activity in learning reading always got new word and looked for it in the dictionary. Related to the teaching writing strategies used by the teacher in the field of the research. The writer found the activities were given description about the kind of text, explained the structure of the text, gave example how to write it and they might use Indonesian when

they did not understand the words or looked for the meaning in dictionary. The

last skill that was inserted teaching vocabulary was speaking skill.[47]

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[47] Hesti Supriati, "Teaching Strategies by English Teachers in Teaching English Vocabulary at The Eleventh Grade Students of Language Program in MAN MODEL Palangka Raya", *Thesies Stratum One,* STAIN Palangka Raya, 2011.