CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some theories that are relevant to the topic of the study. These reviews are expected to solve important background information to support the study and the discussion of findings. Those are Media, LINE Webtoon, and Vocabulary Mastery.

A. Media

1. Definition of Media

In education, a media is needed especially by teachers which are required to be creative in the use of teaching materials in order to facilitate students' understanding of the material. When the teachers only use book in teaching activity, it cannot be effective. In this case, media are useful. A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and receiver (Heinichet al, 2002: 9). According to Naz and Akbar, "Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve instruction". So, the researcher conclude that media are means for delivering messages to motivate students in learning. Teaching media used by the teacher in teaching and learning process in the classroom. The use of media is important to motivate the

learners. Teacher often uses teaching media to keep teaching and learning process run effectively and efficiently.

Media is means of expressing massage and information. Hamalik (1986: 23) states that: media is a tool or method and technique used to make the communication and interaction between the teacher and the student in teaching learning process to be more effective. Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process.

Given the above definition, media can be specified in different ways. Erdemengerin Edward (1979: 24) list a number of points of view from which media can be considered:

1. The nature of information conveyed by the media (i.e. linguistic and non-linguistic information).

2. The channel of information (auditory, visual, or audiovisual media).

3. The phrases in the process of teaching, and testing (are they used for the presentation and exploitation of learning material of for testing).

4. The didactic function (are they used to motivate learners to convey information or to stimulate free language use)

5. The degree of accessibility and adaptability (Mindt, 1978, Macht and Sctolossbaer, 1978, Heaton, 1979: 39).

6. The possibilities for supporting, supplementing or replacing the teacher (Ahrens, 1980).

7. The use of media by individual or groups.

2. The Importance of Using Media

Media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

One of the roles of media is to attract the student's attention and to deliver the information. There are various kinds of media, but visual are the appropriate media for young learner. According to Wright (1989) states that, in making decision to use the media, the teacher need to ask three out five basic questions: 1) is it easy for us to prepare? 2) Is it easy to organize in the classroom? 3) Is it interesting to the students? The three criteria can be applied by any teacher including teachers for beginners.

There are various kinds of visual which can be effectively used by the teacher in their classroom. Teacher of young learner have to use some visual in their teaching activities to facilitate their teaching. In general, some of the visuals are: 1) still pictures, 2) reality, 3) drawing or teacher drawing, 4) chart, poster, cartoons, and 5) real objects.

Some school have already equipped with modern media, such as radio video tape material. In this case, songs, stories, poems and dialogue are invaluable in teaching foreign language. Many kinds of supplementary material can be place in media. Teacher use media in their English class learning, so in JHS/SHS students will be learning the foreign language through the concept example of things found in the real world.

3. Kinds of Teaching Media

According to Arsyad (2009: 29), the kinds of teaching media can be divided into three categories: Visual, Audio, and Audio Visual.

a. Visual media

  Visual media is also called as printing media. Visual media is all kind media that can be seen or touch by students. The examples of visual media are picture, cards, chart and real things. In addition, the characteristics of visual media are: the text is read in linear, on the other hand visual is exceeded based on the room; text or visual present one way communication and receptive; text and visual is presented statistically; the development of visual media is depend on the language principle and visual perception; text or visual are oriented to the student; the information can be rearrange by the user.

b. Audio Media

  Audio media is also called as listen media. It is usually used to listen and understand the passage. The characteristics of this media is it can show one way communication. The example of audio media are radio, tape recorder, and compact disk.

c. Audio-Visual Media

  Audio-Visual media means audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others. It can visualize the abstract things or non-verbal vocabulary, attract students' attention and develop students' knowledge. Audio visual media need

mechanic and electronic machines to show the audio and visual messages. There are some characteristics of audio visual media: linearity, present dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low students interactive. The example of media are video, movie, television, LCD projector.\

4. **The Function of Teaching Media**

According to Levie and Lentz in Arsyad (2009: 17), there are four functions of teaching media, particularly the visual media:

1. Attention: it means that visual media are the central. They are interesting and bring the students to concentrate on teaching and learning material.

2. Affective: it means that visual media make students enjoy in teaching and learning process. They can grow the students' emotion.

3. Cognitive: it means that visual media bring the students to understand and remember information quickly.

4. Compensatory: it means that teaching media are useful to accommodate the students who are less and slow to receive and understand the material verbally.

In addition, Kemp and Dayton as quoted in Arsyad (2009: 19) state that teaching media have three main function if they are used by individual, group, and big group, they are:

1. Motivation

   The teaching media motivate and stimulate the students to do an action and responsible. It will influence the attitude, value and emotion.

2. Information

   The teaching media are used to present the information to the students. By using teaching media, the teacher hopes the students more interest about the information given.

3. Instruction

   The teaching media are used to prepare the effective instruction. Beside enjoyable, the teaching media have to give a pleasant experience and what students' need.

   Teaching media help the teacher to teach easily. They can choose media which are suitable, simple or modern in teaching and learning process. Also, the teacher can make their own media because their creativity is also needed in teaching activity.

B. LINE Webtoon

1. The definition of LINE Webtoon

Webtoon is the combination of web and cartoon (comic). LINE Webtoon is a term used to describe South Korean web comics or manhwa that are published online. The Korean web portal Daumcreated a webtoon service in 2003, as did never in 2004. These services regularly release webtoon that is available for free. As digital comics have emerged as a popular medium, the

print publication of Manhwa has decreased. The amount of material; published in webtoon from has now reached an equal amount as that published offline. LINE Webtoon or comics online is a media that is fun for all people. They are very fond of reading that has images and colors that are interesting to read.

LINE Webtoon is also categorized as one of media of teaching in the classroom. In addition, comic are often regarded as interesting and motivating media. According to Arlin & Roth (1978:p.202) comic are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting.

LINE Webtoon is one of the solutions as teachers to make the class to be more interesting. In this case, LINE Webtoon is the free application to be read. The way to use it is so easy. First, the learner has to download it either on the Apple App Store, Google Play Store or read it on the site version (automatically switches to the mobile. Then, the learners sign or login with their account email or gmail to make the account in Webtoon. After that, the learners choose the theme or title that they want to read. They can download the story in Webtoon or just read it by online

LINE Webtoon has various stories, it may tell about humor, action, mystery, thriller, adventure, romance, and so forth. Children while conceiving the story. So that, LINE Webtoon is a fun media for students and also developing their imagination. Therefore, the student needs media to stimulate and activate their ideas in order to memorize the vocabulary more easily. Thus, media are expected to create a more interesting learning class.

1. Strength of Using Webtoon

Based Marrison, Bryan, and Chilcoat (2002: p: 759) there are some reasons why webtoon have more strength rather than other teaching materials as follows: 1) It is evident that webtoon is familiar and popular with middle and high school students. 2) Webtoon is a form of literature that students enjoy. 3) Students engage in greater literacy exploration than the students otherwise would, due to webtoon' popular and easily accessible format. 4) Through webtoon students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications. 5) Such methodology helps enliven a classroom that can prevents historical content from being boring and meaningless, as it often is in typical classroom

2. Application of English Webtoon

In today's technology development, it required teachers to be able to provide an effective and innovative tecahing; the easiest way to make learning and interesting is by using media that suitable for learning in the classroom. Most of the students are lazy to learn because they regard it as a complex and difficult English language skill, sometimes a lot of students can't memorize vocabulary as well. Therefore, the teacher can use LINE Webtoon to help them develop their ability in mastering vocabulary from pictorial story.

LINE Webtoon also is the new discover of media that can be promoted by education skill. The dispaly from this media is upgraded from comic book and comic strip. It is easy to use on smartphone or gadget. As the opinion from Griffith B2 in

(Jang & Song, 2017:174), it said that the spread of smartphone contributed to expanding the platform of the Webtoon industry.

In the classroom, the teacher can apply it to teach vocabulary. After explaining about Webtoon, the students can open the Webtoon from their mobile phone and then ask them to read the story in Webtoon. Another difficulties, it will be a little bit difficult if the learners do not know any vocabulary, after they read the story, teachers ask the students to find difficult vocabulary. They should open a dictionary and find the meaning of it. Then, it will make them easy understand the story that will be convey by the author. The students also can get new vocab. Not only that, sometimes the words in Webtoon are unfamiliar and there are so many slang words here. Because of that, this method is very easy to be conducted by the teacher in the classroom, and it will make the students feel fun in reading.

C. Vocabulary Mastery

Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also to know their meaning. In this study will be explained below:

1. Definition of Vocabulary

Vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, subject, etc. A list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). According to Muria Celc e-Murcia (2001), learning language cannot be separated from learning

vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Averil (2006), say that generically, vocabulary is the knowledge of meanings of words also a central part of language.

Moreover, Elfrieda and Michael (2005) stated that vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing English for students. Vocabulary is important in learning language because vocabulary carries meaning which is use in communication.

2. Kinds of Vocabulary

Some experts have classified types of vocabulary. Shepherd (1980: Classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words

known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

In the other hand, according to Harmer (1991: 159), there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make clear the writer explains both of them as follows:

a. Active Vocabulary

The active vocabulary means stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

b. Passive Vocabulary

The passive vocabulary means the words that the students recognize and understand them. They occur in a context or students need someone to say something that helps the recall the word meaning. It found in listening or reading materials. They will find the meanings of word when the real the words in a text and will know the meaning of the unknown word on the text.

In addition, Haycraft quoted by Hatch & Brown (1995), divides two kinds of vocabulary, namely receptive and productive vocabulary,

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners when they see or meet in reading text but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others.

In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

In addition, Aebersold and Lee (139) also identifies the categories of knowledge about vocabulary:

a. Form: Readers recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, adverb).

b. Position: Readers know the grammar patterns and structures in which a word can occur and the words that frequently appear before after it, the collocations.

c. Function: Readers know how common or rare the word is and what types of situations and texts it would most likely occur.

d. Meaning: Readers know the various meanings and nuances of a word as well as its synonyms.

Based on references above, we can know the classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of people's way of living or tools to communicate in language which is used by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought to be a reflection of level education.

3. The Importance of Vocabulary

Vocabulary is one element of the language that should be earn and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

In addition, Wilkins (1982: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

4. Teaching English Vocabulary

In teaching vocabulary, the teachers should have some techniques in order to make students familiar with the vocabulary, so that they understand new word easily. The technique functions not only to help the students grasp the meaning of the words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students.

According to Allen, there are three techniques of teaching vocabulary:

a. Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word.

b. Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English.

c. Drawing attention to meaning before frilling words.

There are also varied ways a new word can be presented to learners, as follow:

a. Ideas for presenting specific items

Select an item from vocabulary taught in foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time and write down some ideas.

b. Studying further techniques

Put your practical suggestions aside for the moment, study list of different techniques of presenting the meaning of new vocabulary.

c. Application and comparison

Identify which one or more of the techniques were used in your own idea for presentation.

Harmer (2001: 155) also gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where he/she wants to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

Based on the references above, it shows that teaching vocabulary is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. This is also an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Not only for daily life, but vocabulary is very important in improving the students' skill in English.

5. Vocabulary Mastery

According to William Collins (1979), mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Norbert Schmitt (2000), stated that vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word. They are, (1) the meaning of the word, (2) the written form of the word, (3) the spoken form of the word,

(4) the grammatical behavior of the word, (5) the collocations of the word, (6) the register of the word, (7) the associations of the word.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills. Thus, they will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

D. The Relation between LINE Webtoon and Vocabulary Mastery

Halliwell (1991) assumes that because of the creative language skill young learners bring into the classroom, teachers have to give them a communicative atmosphere where they could express themselves. Teachers have to support the learners to encourage their vocabulary by technology. When using Webtoon to teach

the vocabulary for millenial learners, teachers should train students in reading and mastering the linguistic part of language.

LINE Webtoon is used to help the students during their language learning. It makes the class are interesting to study. Reading English LINE webtoon series is indeed quite an interesting way to improve ourselves in the English language especially for vocabulary. Some of vocabularies posted are learned from reading English Webtoon. The language in LINE webtoon uses vocabulary that we do not encounter before. Besides that, there are a lot of pictures to attack the interest of the students. Then, it has a simple conversation on it. The important things for this application is free.

The use of pictures makes it more funny and interesting when reading. Understanding a simple conversation is important to improve the learner's vocabulary proficiency. Furthermore, Webtoon is useful for intermediate and advanced learners, particularly for millennial learners who are want to get mastering of vocabulary.

E. Review of Previous Study

There are some studies related to vocabulary mastery and the use of media for teaching English have been conducted by some previous researchers. The previous studies were different from the present study related to some aspects as they are presented in the table below:

Table 2.1 The Difference of the Previous Studies and Present Study

	Previous Studies			Present Study	
No.	Name and Title	Method	Subject	Method	Subject
1.	Nani Sungkono (2016) entitled "Improving Students Vocabulary Mastery Through Modified Domino Cards at Elementary School"	1. Method: Qualitative Research 2. Skill/Compo nent: Vocabulary 3. Object: Student's Elementary School in SD Mergayu 1. 4. Media: Modified Domino Cards	SD Mergayu 1	Method: Quasi-experimental with two-Group Pretest-Posttest design. Using Quantitative approach. 2. Skill/Compo nent: Vocabulary 3. Object: X MIA 1 and X MIA 3 of the first grade at MAN Kota Blitar. In this study, Class X MIA 3 as Experimental	The First Grade of MAN Kota Blitar.

				Class and Class X MIA 1 as Control Class. 4. Media: Webtoon	
2.	Indah Rahmawati (2016) entitled "The Effectiveness of Using Modified Domino Card Game toward Students' Vocabulary Mastery at Seventh Grade of	1. Method: Pre-experimental, with One-Group Pretest-Postest design, Using Quantitative approach 2. Skill/Component: Vocabulary 3. Object: Class A is only one class in	The Seventh grade students of MTs Assyafi'iyah Gondang Tulungagung.		

	MTs Assyafi'iyah Gondang Tulungagung in Academic Year 2016/2017."	seventh grade of MTs Assyafi'iyah Gondang Tulungagung. 4. Media: Modified Domino Card Game			
3.	Ayu Apriliana Putri (2018) entitled "The Use of Webtoon and KWL (Know-What-Learn) Strategy to Improve Students'	1. Method: Classroom Action Research (CAR) 2. Skill/Compo nent: Reading 3. Object/Sampl e: The Tenth Grade of SMK Muhammadi	The Tenth Grade of SMK Muhammad iyah Rembang.		

	Reading Fluency in The Tenth Grade of SMK Muhammadiyah Rembang.	yah Rembang. 4. Media: LINE Webtoon			