

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there are some points are discussed by the researcher they are, vocabulary, comic, the characteristic of junior high school students, and previous study.

A. Vocabulary

Vocabulary is words including single words, compound words and idioms which have own meaning. Nunan (1999:101) said vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into “grammatical words,” such as prepositional, articles, adverbs, and so on, and content words. The “grammaticality” of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words Below explains more about vocabulary such as definitions, the principle of teaching vocabulary, strategies/methods in teaching vocabulary, and vocabulary test.

1. Definition

Alderson and Bachman (200: 45) said vocabulary is a set of lexemes including single words, compound words, and idioms. Napa (1991: 6) defined vocabulary is one of the language subs kills. Words are signs or symbol for ideas. The more words are learned, the more ideas he or she should have so that she or he can communicate the ideas effectively.

It is clear that vocabulary is very important in foreign language acquisition.

Building up useful vocabulary is central to the learning of foreign language. At primary level, vocabulary has moved to center stage in foreign language teaching in the recent year. Children still develop their first language. Mastery vocabularies are the basic element to learn a language. One cannot avoid learning vocabulary. We never separate from mastery of vocabulary, because whenever we think of language learning, we usually think about mastering of vocabulary learning the word.

The followings are the classification of basic vocabulary as classified by Tarigan in harviati (20012: 12):

- a. The family term : *grandfather, grandmother, father, mother, child, etc.*
- b. Parts of body : *head, eye, ear, nose, hand, foot, etc.*
- c. Number : *Cardinal numbers (one, two, three, and etc.); Ordinal numbers (first, second, third, etc.)*
- d. Verb : *go, sleep, read, write, drink, eat, walk, etc.*
- e. Noun : *car, shirt, table, pencil, pilot, etc.*
- f. Adjective : *handsome, beautiful, ugly, good, pretty, etc.*
- g. Universal things : *land, sky, moon, sun, water, etc.*

2. The Principle of Teaching Vocabulary

This section will focus on reading vocabulary, or words in print that a student understands. Minimal vocabulary instruction is designed to support the reading of the text, whereas more elaborate instruction shifts the focus from the story to the words. This type of elaborate instruction is particularly important for English language learners (Stahl, 1999: 112).

In order to design effective vocabulary instruction for all students, it is important to know:

- 1) How to identify common, academic, and content-specific words.
- 2) How to choose words to teach.
- 3) How to plan for instruction.

There are some principles that related with vocabulary:

a. Word Types

Beck and Kucan (2002: 344) stated that a literate person's vocabulary consists of three tiers, or levels, of words. The first level, called common words, includes the most basic words such as *dog*, *go*, *happy*, *walk*, etc. These words, especially in upper grades and with native English speakers, do not normally require explicit instruction. The third level includes content-specific words that are rarely seen or used. Content-specific words such as *neptunium* or *sonata* are best taught when students need to know the word in order to understand what they are reading or during a specialized lesson in a content area or elective class.

Teachers should prioritize instruction to focus on academic words or words that students will see often and use often in a variety of settings. (Examples include *coincidence*, *pollution*, *neutral*, and *fortunate*.) These words are particularly important for comprehending textbook material, literature, and academic lectures and conversations.

The figure below presents the types of word:

Figure 2.1 The Types of Word

Which Words do I Teach?			
3-Tier Vocabulary			
Type	Definition	Examples	Instruction
Common words	Basic words used often in everyday conversation	Dog, go, happy, drink, phone, play, and afraid	These words do not need to be explicitly taught, especially in the upper grades with native English speakers.
Academic words	More complex, frequently occurring words in academic settings	Coincidence, pollution, neutral, fortunate, admire, plead, represent, environment, and collaborate	Teach these words. Students will see and use these words often in academic texts.
Content-specific words	Highly specialized words that are related to a specific discipline	Pogrom, quagmire, locution, polyglot, neptunium, sonata, isosceles, and nova	Teach these words when a specific lesson requires knowledge of the word and underlying concept.

Based on Beck & Kucan, L. (2002: 346). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

b. Diction

One mistake that even good teachers make is relying solely on context clues to provide word meaning to students. As a teacher of

older struggling readers, many of whom with impoverished vocabularies, it is easy to be overwhelmed by the number of words that students need to learn. Heavy reliance on context clues, however, is simply not adequate vocabulary instruction (Beck, 2002: 347). The teacher makes instructional time more efficient by choosing the correct words to teach.

First, preview reading material in search of academic words.

When previewing text, remember to choose words that:

- 1) Students *must know* in order to understand what they read.
- 2) Students *are likely to use and encounter frequently*.

Feldman and Kinsella in Beck (2002: 347) suggest guidelines for choosing words to teach are:

- 1) Big-idea words

These are the words that directly relate to what is being read. Teachers can waste their valuable time in teaching words that are unfamiliar to students and that are not critical to their understanding of the text. Many in textbook contain unfamiliar words or vocabularies to students. The teachers should provide textbook that are going students read contain words which is suitable with students level. The teacher must review the words so the students can understand the text.

- 2) Multiple-meaning words

Teaching vocabulary is not simple, as a teacher must select word that appropriate with the goal and the students' level. There

are many kinds of words and one is multiple-meaning word. It is important to teach multiple-meaning words, or words that have different meaning in different subject areas. For example, an ocean *wave* in science is different from a *wave* of fear in literature, and these concepts may confuse students if not directly addressed. Multiple-meaning words can be particularly confusing for English language learners. Even simple words like *run* can confuse an English language learner when the word is used to mean very different things in different sentences (e.g., a *run* on a bank versus a *run* in a stocking). In general, it is important to teach words that students are not likely to learn outside of school.

3. Strategy or Technique in Teaching Vocabulary

In teaching vocabulary is important to know the several techniques of teaching vocabulary. The techniques help the students easier to improve vocabulary achievement. Brown (2001: 16) defined technique is any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objective.

There are several interesting techniques that can be applied the teacher:

- a. Applying several games, the teachers need to select the most appropriate games in order to get the finest outcomes toward the students' achievement of vocabulary items. It is easy to conduct the game because all of the students in the class can get involved. According to Huyen in Cahyono and Kusumaningrum (2011: 121) as a

result of playing such games, the students are highly motivated by the variations of games that are used by the teacher.

- b. Utilizing short stories, Laili in Cahyono and Kusumaningrum (2011: 123) stated short stories offer a good alternative for teachers to enhance students' vocabulary. Short stories will help young learners to use the right word in the right occasion because they provide example of vocabulary usage in a sentence. Furthermore, short stories will make a kind of variation in young learners' diction since they have lots of choice of words. Short stories are beneficial to grow young learners' reading habit in a pleasing way. This is because if the students have reading habit, they will get a lot of knowledge. Not only short stories, but teacher can use comic, magazine or newspaper to help young learners enhance their vocabulary.

Grain and Redman (2003: 23) said there are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork.

- a. Mime and Gesture.

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as blackboard, clock, chalk, and so on. In using command, a teacher can give command such as open the door, open the book, read this word, etc. Another example is teaching part of body, a teacher can

give command such as raise your hand, put your left hand on your head, etc.

b. Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids which are used by the teacher often is blackboard. For example, the teacher writes words and their meaning on the blackboard then students come forward to write sentence which related the word. By using blackboard the teacher gives more explanation and corrects the students' exercises clearly.

Picture is one of visual aids which is easy to get. It can be from newspaper, magazine, students' or teachers' handmade. Picture can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture which drawn.

c. Verbal Explanation

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym, and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students are bored during teaching and learning process.

d. Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

4. Vocabulary test

Test is needed to people who want measure their achievement about something. By administering test, he can know how successful in achieving his objective. One technique which used in assessing the size of a person's vocabulary is to have individual report knowledge of words in a list. Other technique include matching words synonym or with short definitions to assess receptive vocabulary knowledge. To ensure the test, teachers should followings these steps by Haynes and Zacarian (2010: 111):

- 1) Identify the English proficiency levels of their students.
- 2) Review the curriculum standards that they will use to create content and language objectives.
- 3) Select performance indicators that are appropriate for students' English proficiency levels.
- 4) Design rubrics that reflect students' English proficiency levels.
- 5) Share and provide direct instruction about the rubrics with students.

Allison (1999:74) presents two outlined overviews of test purposes and types:

- a) Purposes of language tests: Diagnosis and feedback / Screening and selection / Placement / Program evaluation / Providing research criteria / Assessment of attitudes and socio psychological differences.
- b) Types of language tests: Objective vs. subjective tests / Direct vs. indirect tests / Discrete-point vs. integrative tests / Aptitude, achievement, and proficiency tests / Criterion- or domain-referenced vs. norm-referenced or standardized tests / speed tests vs. power tests / Other test categories.

There are some examples of language tests / examinations: multiple choice; cloze; short answer comprehension (reading; listening); composition writing (guided and free); dictation; summary writing (from written text; from spoken language); oral interview; discussion; sentence joining, transformation, completion; computer-based tests; others.

B. Comic

Comic is a literature are taken pleasure by most people especially adolescent. Many comics are popular in Indonesia such as Doraemon, Spongebob, Sinchan, Naruto, Conan and etc.

1. Definition of comic

Comics are an art form using a series of static picture in fixed sequence. Written text is often incorporated. There are two forms of comics are comic strips which usually appear in newspaper and comic

books also popularly called “*manga*” when referring to Japanese comic book. Comics’ strips are serial comics that are published in a newspaper also magazine. Whereas comic books are collection of stories, that have pictures and consist one or more of title and theme. They are called comic 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.

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. Sudjana and Rifa’i (2002: 27) states “comic books can be used effectively by teachers in an effort to generate interest, develop a repertoire of vocabulary and reading skills”. The precise definition of comics remains a subject of debate, with some scholar insisting that their printed nature is crucial the definition, or that they should be defined by the interdependence of image and text.

Scott (1993: 42) states comic are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. Comic as term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoons in there they are not in necessarily, but some artists make them some serious, mysterious, and adventurous. Generally, there are categories of comic such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoon, fun and humor, love, interest, and retold classics.

Comic is a form of cartoons in which the same disposition to form a story in the order of the pictures are closely related and are designed to entertain his readers. Even though the comic has achieved widespread popularity, especially as media entertainment, a few specific items in the classification have educational value that is not in doubt.

Comics are a form of visual communication media have the power to convey information in a popular and easy to understand. This is possible because the comic combines the power of pictures and writings, which strung together in story line drawings, make the information more easily absorbed. The text makes it more understood, and the story line is easier to follow and to remember.

Comics are a visual communication and media are also more than just a pictorial story of light and entertaining. As a visual communications media, comics can be applied as a tool of education and able to convey information effective and efficient. Comic also can be used to facilitate vocabulary teaching. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

From some definitions above the researcher can conclude that comic is an art in the form of piece of papers or book to entertain the readers which contain a story organized as balloon's dialogues with cartoon's picture to express characters to make more interesting.

2. Element of Comic

According to Scott (1993: 20) the elements themselves have a great influence to attract students' attention in learning activities. The comic has been spread out widely as the medium to entertain or give a fun. The colored illustration, simple plot and characterization will attract the person who read. Sudjana (2002: 64) 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 for the readers.

Comic presents an artistic form of popular, which in society becomes a common reading in the entire world. Devotes of comic consist of various circles without differentiating age, profession and gender. This matter affects comic as communications media, having ability live with remarkable so that it can be used to attract 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 the animation screen of cinema as Walt Disney products Donald Parrot, Mickey Mouse, Beauty and Beast, Lion Kings and many more.

The comic is classified into two types are comic strips and comic book. Comic strip or strips are comics which exist or loaded in newspaper while the comic book is a pictorial story corps that consists of story theme and title. Many popular comic strips in the national press are used to challenge stereotypes 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 misunderstandings. Exploit these features of 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. According to Scott (1993: 42) comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but instead cartoons.

3. Doraemon Comic

In this study, the researcher uses Doraemon comic. Doraemon comic is a Japanese manga series written and illustrated by Fujiko Fujio. This comic was published by Shogakukan and in English version the publishers were Fujiko Pro in North America and Shogakukan in Singapore. The genres are comedy and Science fiction.

The Doraemon manga series was first published in December 1969-1996. Doraemon stories have been collected and divided into 45 books. The some series of the comic such as All The Way From a Fu, Prophecy of Doraemon, Transforming Biscuit, Operation Secret Spy, A Ghost of the Lamps and many more.

This comic told about a robotic cat named Doraemon, who traveled back in time from the 22nd century to aid a pre-teen boy who was named Nobita. Doraemon help to improve the lives of his descendants Nobita to be better life. In real life (without the help of Doraemon) Nobita failed in his study, failed in career, and left his family with a financial problem.

Doraemon had magic pocket which can produced anything. The equipment is often used are *bamboo propeller*, *the time machine* and *door to anywhere*. Nobita always comes to the Doraemon to aks for help to resolve his problems, get revenge or just to show off to friends. He is often bullied by Suneo and Jyan. The one Nobita's classmate who care and kind is Shizuka.

There were many characters involved Doraemon comic, where:

1) Nobita as a main character.

He is boy who always has the misfortune and do not has any ability academically. He is fool student and always failed in exam. His talents are playing rubric, shoot-out and sleep. Furthermore, he has kind heart.

2) Doraemon

He is a robot like a cat from the 22nd century of the future. His favorite food is dorayaki. He is afraid of mice and hates rats because his ears were eaten by rats. He has a fourth-dimensional pocket which he can take out many amazing tools. He care with Nobita and merciful. He is kind and nice robot.

3) Shizuka

She is a good student, smart, diligent. She always gets good grades. Many people like her because she has a very kind heart, forgiving person, and care to other friends.

4) Suneo

He is a naughty boy. He loves cheat and lie. He is tricky person. His parents always spoil him because they are rich family. It makes he thinks that everything that he want must be got. He loves to bully Nobita.

5) Jyan

He is a naughty boy and fool student. He is strong, tough and has terrible singing voice. He easy to be jealous with the things his friend got. He has same mission with Suneo is to bully Nobita.

Not only its comic, in Indonesia Doraemon also very popular cartoon. Many people like and also became Doraemon fanatic fans. It is showed by presenting in RCTI TV channel since 1996 November 10 to now which is presenting each Sunday. In addition, many products used Doraemon picture such as written tools, doll, T-shirt etc.

4. Teaching and Learning Activities Using Comic as A Teaching Media

In teaching English, especially teaching vocabulary is important to use media or games. Media or games are needed to help the students understand the material easily. Tasaufi in Cahyono and Kusumaningrum (2011: 153) said that by following fun experience, the students will be motivated to know more about the new language they learn. It means that

the teacher should provide interesting teaching to make learning process be fun. And one of several interesting teaching is teaching using media.

Comic is one of media which can be recommended. Comic presents many words and interesting pictures which draw the story where is students can learn and enjoy. Students will get many new words and memorize it easily because there are pictures which illustrate the story so that students can guess its meaning before they know from the teacher. Sudjana and Rifai (2002:27) states “comic books can be used effectively by teachers in an effort to generate interest, develop a repertoire of vocabulary and reading skills”. It means that comic is an appropriate media that is used to develop vocabulary mastery.

In using comic as teaching media, the teacher should consider several matters. First is determine the categories of comic, there are many categories of comic such as adventurous, war crime, real stories, biography, animal cartoon, fun, humor, love, and retold classics. The teacher must select whether the category of comic is appropriate with the students level or not. For example in teaching seven grade students the teacher can select comic tell adventurous, animal cartoon, fun, or humor.

Second is choosing the content of comic, in comic book there are many series or sequence of the story. The teacher should choose content from the series of comic related to the topic or material will be discussed in classroom. For example, the topic is about like and dislike something so the teacher must choose series of the comic that contain dialogues related like and dislike something. It will make easy the teacher in teaching

English, because not only can improve his students' vocabulary mastery also the students can understand about the material that is discussed.

And the last is selecting the words or vocabularies will be taught, before teaching using comic the teacher should select the words from the comic that will be taught and must be suitable with the students' level and the syllabus. For example, in the seventh grade of junior high school the students must master words or vocabularies are used in daily life. The teacher can make a words list from the comic about words related daily life such as wake up, late, promise and so on. And then, make some activities from those words. In this study, the researcher use work book or LKS to consider the word that the researcher must be select to teach the students which is suitable with their level.

Comic is beneficial to grow up students' reading habit. Comic contain many interesting things that may attract the students' curiosity to know the whole story. If the students have reading habit, they will get a lot of knowledge. However, not all students like reading they often think that reading is boredom activity. Laili in Cahyono and Kusumaningrum (2011: 124) stated that boredom appears when teachers only give short texts without making any innovation. They may merely give students text to read without having any further activity.

To avoid students' boredom, teachers can do several things that challenge their students to pay their attention to the provided materials. In giving more activities, for example, dividing students into several groups to find out difficulty words and then each group in front of class write their

result. And if the other group can understand or know its meaning will get a point. Other activities are making summary from the story in pairs, giving quiz related to the story from the comic, playing word chain game that the words is existing in the comic.

a. The Procedure teaching vocabulary by using Comic

- 1) Tells to the students that they will read a comic
- 2) Distributes the comic to the students
- 3) Asks the students to read the Comic
- 4) the teacher ask some question related to the comic
- 5) Students answers by rising hand
- 6) The teacher writes some vocabulary on the board
- 7) Asks students to come forward and write the meaning of words one by one.

C. The characteristics of Junior High School Students

Junior high school students or teenagers are categorized into adolescents' learners. In this period, teenagers like to spend their time for hanging around, friends, peer, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescent learners by Hermer (2001: 38) are:

1. They seem to be less lively and humorous than adults.
2. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher

3. They would be much happier if such problems do not exist.
4. They may be disruptive in class.
5. They have a great potential creativity and a passionate commitment a thing that interest them.

Based on the explanation above, the researcher can conclude those adolescent characteristics are period of change, new experiences, learning, instability, and the most trying times in life, schools and teachers should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve by themselves-though still teacher guidance.

D. Previous Studies

In this part, the researcher describes the some previous studies that are relevant to this thesis:

1. The first previous study was conducted by Mufidatul Lailiyah (2013) about The Effectiveness of using Spongebob Comic to Increase Students' Vocabulary mastery for The Fifth Grade students of MI Al-Hidayah Demuk Pucanglaban. The finding show that there is significant effect in using spongebob comic for teaching vocabulary to the fifth grade students of MI Al-Hidayah Demuk Pucanglaban. So, Ha is accepted.
2. 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

can bring some positive result, such as enrich 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.

To avoid allegations of plagiarism, the researcher shows some differences between this study and previous studies. In the first previous study, Mufidatul Lailiyah (2013) mentioned that the subject of her study was the fifth grade students of MI Al-Hidayah Demuk Pucanglaban. Meanwhile, subject in this study is VII D class of SMP Al-Kamal.

Then, in the second previous study, Efa Kurniyanti (2008) stated that the subject of her study was the students of SMA Kesatrian I Semarang. And she used comic as alternative material in teaching extensive reading. While in this study, the researcher uses comic as a media in teaching vocabulary. From explanation above, it showed that this study is different with the previous studies.