

**CHAPTER II**

**REVIEW OF RELATED LITERATURE AND HYPOTHESIS**

**THE USE OF COMIC STORIES TO IMPROVE STUDENTS'**

**VOCABULARY**

**A. Previous Research**

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

1. The first previous research was conducted by Efa Kurniyanti (2008) about The Use Oliver Twist Comic Book as Alternative Material in Teaching Extensive Reading SMA Kesatrian I Semarang. The finding show 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.<sup>1</sup>
2. Masrukhan (2007) conducted the second previous research about using chart game in teaching vocabulary for the first grade students of SMP PGRI Kayen – Pati in the academic year 2006/2007. One of the objectives of study is to find out whether there is any significant different between using game and non-game. The result showed that the using chart game in teaching vocabulary gives result better than without using game.<sup>2</sup>

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<sup>1</sup> Efa Kurniyanti (2201403695), *The Use Oliver Twist Comic Book as Alternative Material in Teaching Extensive Reading SMA Kesatrian I Semarang in the Academic Year 2007/2008*, (Semarang: Language and Art faculty of State University of Semarang, 2008), Unpublished Thesis.

<sup>2</sup> Marsukhan (03420059), *Using Chart Game in Teaching Vocabulary for the First Grade Students of SMP PGRI KAYEN – PATI in the Academic Year 2006/2007*, (Semarang: IKIP PGRI, 2006/2007), Unpublished Thesis.

Two researches above discussed great topic, the first researcher used comic to teach reading comprehension and the second researcher used chart game in teaching vocabulary. And the first researcher found the positive result such as enriches vocabulary and grammar in senior high school.

Therefore, the researcher takes new field that is improving vocabulary skill by using comic in junior high school.

## **B. Theoretical Review**

### **1. The characteristic of Junior High School Students**

Junior high school students or teenagers are categorized into adolescents' learners. In this period, teenagers like 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 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<sup>3</sup>.

Based on the explanation above, the writer concludes that the characteristic of adolescents are period of change, new experiences, learning, instability, and the most trying times in life. Schools and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke

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<sup>3</sup> Hermer, Jeremy, *The Practice of English Language Teaching*, (England: Longman, 2001), p. 38-39.

intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves-though still the teacher guidance.

## 2. Graphic Media

Graphic media defined as the media that combine facts and ideas clearly and strongly through a combination of the use of words, and pictures.<sup>4</sup> graphic media are very inadequate to convey information in the aggregate are compacted, the presentation of such relations on the charts, graphs, and charts and maps and presenting a kind of abstraction such as cartoons, diagrams and maps. Graphic media types that can be used in teaching include charts, diagrams, graphs, posters, cartoons and comics. Each type has certain uniqueness in the application of instructional. Researchers here just want to describe two types of graphic media weeks to be more specific. Include the following:

### 1. Cartoons

A presentation of pictures or caricatures of people. Ideas or situations that are designed to influence public opinion. There is some evidence that the cartoons are very valuable use in teaching at secondary stage than happen basis, due to commercial cartoons is especially prepared for adults

### 2. 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. Comic books

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<sup>4</sup> Nana Sudjana, Ahmad Rifa'i, *Media Pengajaran*, (Bandung: CV. Sinar Baru, 1997). p. 68.

can be used effectively by teachers in an effort to generate interest, develop a repertoire of vocabulary and reading skills.<sup>5</sup>

### 3. Comic

#### a. Definition of Comic

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 suggests that comics can lead students toward the discipline of learning.<sup>6</sup>

Comics are an art form using a series of static image 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). Comics’ strips are serial comics that are published in a newspaper. 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.

Collier’s encyclopedia defines 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.

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<sup>5</sup> Nana Sudjana, Ahmad Rifa’I, *Media Pengajaran*, p. 27.

<sup>6</sup> [www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html). on February 10 at 08.00 p.m 2011.

A. S. Hornby states that comic is books or magazines containing stories etc. in the form of drawing.<sup>7</sup>

Nana Sudjana defines comics as a kind of cartoon form expressing character, playing a story in sequences of closely related drawing, and designed to give fun to the readers.<sup>8</sup> It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

From the various definitions above, it can be concluded that comic is an artwork, which has sequence of stories about characteristics, events in picture form that can be humorous, mysterious, etc.

#### b. Element of Comic

The elements themselves have a great influence to abstract students' attention in learning activities.<sup>9</sup> 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 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 for the readers.<sup>10</sup> Comic presents an artistic form of popular, which in society becomes flatten reading in the entire world. Devotes of comic consist of various circles without differentiating age, profession and gender. This matter affects comic as communications media, having ability live with remarkable so that it can be used to assort the target. Outside as entertainment amusements

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<sup>7</sup> A. s. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987), p. 168.

<sup>8</sup> Sudjana, Achmad Rifa'I, *Media Pengajaran*, (Bandung: Sinar baru algesindo, 2002), p. 64.

<sup>9</sup> Scott, Mc. Loud, *Understanding Comics the Invisible Art*, (New York, Harper Collin Publisher), p. 20.

<sup>10</sup> Sudjana, Achmad Rifa'I, *Media Pengajaran.*, p. 64.

reading comic can personate propaganda media, appliance assist education, and instruction etcetera.

Natural comic develops in some modification, some format, contents, technical production, and marketing strategy. Some comics are published along with rolling out of animation screen of cinema as Walt Disney products Donald Parrot, Mickey Mouse, Beauty and Beast, Lion Kings and many more.

Comic is classified into two types, namely, comic strips and comic book. Comic strip or strips are comics, which are loaded by newspaper while comic book is pictorial story corps that consists of story theme and title.<sup>11</sup>

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.<sup>12</sup>

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 McCloud in his book *Understanding Comics* (1993), 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.<sup>13</sup>

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<sup>11</sup>Radali S. Davis, "Teaching English Using Cartoons Comic Strips", <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>, on February 10 at 08.00 p.m 2011.

<sup>12</sup>Radali S. Davis, "Teaching English Using Cartoons Comic Strips", <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>, on February 10 at 08.00 p.m 2011.

<sup>13</sup>Scott, Mc. Loud, *Understanding Comics the Invisible Art*, p.

#### 4. Vocabulary

##### a. Definition of Vocabulary

J. Charles Alderson and Lyle F. Bachman say, “Vocabulary is a set of lexemes including single words, compound words and idioms”.<sup>14</sup>

Vocabulary is one of the language subs kills. Words are sign or symbol for ideas. The more words are learn, the more ideas he or she should have so that she or he can communicate the ideas effectively.<sup>15</sup>

Vocabulary contains words. It can defines as the total number of word which make up of language, it is clear that vocabulary is very important in foreign language acquisition.<sup>16</sup>

Others can still understand ungrammatical formulation sentence in the occasional of conveying ideas, but the wrong use of vocabulary leads miss communication and misinterpretation. The acquisition of vocabulary is essential for successful second language learning, because without an extensive vocabulary we will unable to use the structure and function we may learn for comprehensive communication.

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. Vocabulary and this development are intimately tied up with conceptual development.

According to French Allen<sup>17</sup>:

Each of these beliefs about vocabulary is true to certain extent. It is true that too much time has been devoted to vocabulary in many classrooms. Often so much time goes in to explaining the new words that there seems to be no time for anything else. That ofcourse, is unfortunate. Students who do not learn grammar a

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<sup>14</sup> Alderson, J. Charles and F. Bachman Lyle, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), p. 45.

<sup>15</sup> Napa, PA, *Vocabulary Development Skills*, (Yogyakarta: Kanisius, 1991), p. 6.

<sup>16</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (London: Longman, 1995), p. 959.

<sup>17</sup> French, A, Virginia, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 3.

long with vocabulary will not be able to use the language for communication.

b. Vocabulary Mastery

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 words one knows actually depend on the experience one has got, for example a child experience is very limited in its range, and there for his vocabulary is limited too.

c. The Principle of Teaching Vocabulary

To master vocabulary, there are some principles which must obey when vocabulary teaching learning is held<sup>18</sup>:

1) Aims

In the process of teaching learning, the teacher has the clear aims/goals. About how many things of listed to be able to achieve the vocabulary? What kind of word? The aims of vocabulary items, for both teaching vocabulary using comic stories, should be based on the curriculum given

2) Quantity

The teacher has to decide the quantity of vocabulary, which is learned. How many new words in the lesson can the learners learn? If there are too many words, the learner may become confused. Therefore, in teaching vocabulary using comic story, not all words should be learned by the students.

The teacher should limit the number of words or phrases to be learned by underlying words or make a certain mark on the words or phrases occurred on the comic story. For teaching vocabulary

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<sup>18</sup> Wallace, J. Michael, *Teaching Vocabulary*, (London: Brindles Lts, 1998), p. 29.

without using comic story, the teacher can choose directly the words to be learned.<sup>19</sup>

### 3) Need

The choice of vocabulary according to the aims of course and the objective of individual lesson. It is possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught for the students. The vocabulary that is needed by the student to communicate each other and get the words they need, as need those, using a teacher as informant. The teacher is as the informant of the students need about the vocabulary learn, for the both techniques.<sup>20</sup>

### 4) Meaning fill of presentation

The teacher must have clear and specific understanding vocabulary, such as of what it denotes or refers to, i.e. it is meaning although meanings involves many other things as well. The word is presented in such away that is denotation or reference is perfectly or unambiguous.

From those theorists, the teacher must give clear understanding about the words or phrases, give to the students, both using comic stories and explanation technique in teaching vocabulary to the students. It is important for the teacher to hold the principles in teaching vocabulary, no matter what techniques are used.

Some methodologists have promoted techniques of teaching vocabulary, and tried to make them better by giving solution to overcome weakness of each of techniques based on experience they faced on teaching in the classroom on their homework.

In some cases with certain students and with certain condition, techniques that are usually favorable might fail. Teacher teaches

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<sup>19</sup> Wallace, J. Michael, *Teaching Vocabulary.*, p. 29

<sup>20</sup> Wallace, J. Michael, *Teaching Vocabulary.*, p. 29

vocabulary, however, still have responsibility to make their teaching successful.<sup>21</sup>

In this study, the two techniques will be compared to know what kind of techniques he should use in teaching-learning process to achieve his goal in achieving better result on vocabulary mastery.

##### 5) Situational presentation

In teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words is based on many aspects. In addition, the principle modifications are<sup>22</sup>:

- a) Function words were eliminated.
- b) Sets of common item have been fitted out, whether not all of words satisfied requirements.
- c) New items have added and old fashioned or inappropriate ones deleted.
- d) It was assumed that students would recognize and understand word regularly formed from base word on the list, and so many words in earlier list could be eliminated as being automatically covered
- e) Numeral days of the weeks, and months of the year to be eliminated form the word list.

##### d. Some Techniques in Teaching Vocabulary

Brown has defined technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.<sup>23</sup>

Ruth Gairns and Stuart Redman say, “There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork”.<sup>24</sup>

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<sup>21</sup> Wallace, J. Michael, *Teaching Vocabulary.*, p. 29.

<sup>22</sup> Wallace, J. Michael, *Teaching Vocabulary.*, p. 30

<sup>23</sup> Brown, H. Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy, 2<sup>nd</sup> Ed.* (San francisco: Longman, 2001), p. 16.

1) 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 door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as open the door; open your book, 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.

2) Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboards. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized result.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures 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.<sup>25</sup>

3) 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 become bored in teaching process.

4) Contextual Guesswork.

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<sup>24</sup> Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 23.

<sup>25</sup> Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary* ., p. 23.

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.

The teacher can use different and interesting techniques, which make English lesson more exciting and motivating the students. According to Kasihani, there are many techniques in teaching vocabulary<sup>26</sup>:

a) Listen and Repeat

The technique is useful for teaching pronunciation to the students. In teaching new vocabulary, the teachers can use flashcard as an example:

Teacher : “Listen and Repeat”

“It is a cat”

Students : “It is a cat”

b) Listen and Do

In teaching the students, the teachers give an utterance, the students must listen clearly, and then the students give the respond by doing what the teachers say.

Example : Teacher : “Open your book!”

Students : (All the students open their book)

c) Question and Answer

The technique is useful for teaching speaking and reading. In the first time, the teachers ask and answer a question to the students. Then the students repeat the teachers’ question and answer.<sup>27</sup>

Example : Question : Are you sleeping?

Answer : Yes, I am

d) In – Pair

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<sup>26</sup> Suyanto, Kasihani K. E, *English for YoungChildren*, (Jakarta: PT. Bumi Aksara, 2007), p. 88.

<sup>27</sup>Suyanto, Kasihani K. E, *English for YoungChildren .*, p. 88.

The technique is used to teach the students how to interact and communicate with other people. This technique has to be done by two students and then asking and answering question each of them.

Example : Students A : May I borrow your book?

Students B : Yes, of course.

e) Group discussion

The technique gives some advantages to the students. They are: the students learn how to appreciate their classmates' opinions. In practicing this technique, the teachers give a problem to the students and the teachers ask the students to solve the problem.<sup>28</sup>

Vocabulary plays a very important role in developing the four-language skills (reading, listening, speaking and writing). The more vocabulary the students have will easy for them to develop their skills in vocabulary. Since vocabulary number is unlimited, the teachers should select suitable words or vocabulary to be taught and also media or methods to be applied in the class. Several premises and comments related to the teaching of vocabulary are as follows<sup>29</sup>:

1. Vocabulary should always be taught in normal speech utterances.
2. New vocabulary items should always be introduced in known structure.
3. Whenever possible, the vocabulary items should be centered about one topic.
4. Whenever a familiar word is met in a new context, it should be taught again and practiced.

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<sup>28</sup> Suyanto, Kasihani K. E, *English for YoungChildren.*, p. 88.

<sup>29</sup> Suyanto, Kasihani K. E, *English for YoungChildren.*, p. 89.

5. Vocabulary items should be taught in the same way that the teacher everything else. She/he dramatizes, illustrates using any appropriate technique.
  6. Vocabulary should be practiced as structures are practiced.
  7. Vocabulary items should be reintroduced many times with all the structures and in all the situations in which they can logically be used.
  8. Students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs that contain the same roots.<sup>30</sup>
- e. Some Techniques in Learning Vocabulary

This is probably the most important and time-consuming part of learning a language. Below are a few techniques to help you with this task<sup>31</sup>:

1. Associate the familiar with the unfamiliar

Try to find word or phrases which sound like and if possible have a similar meaning to words. Build mental images or draw pictures based on the connections. For example, the Spanish for "ice" is hielo (m), which sounds like yellow. To remember this word imagine yellow ice. This is an enjoyable method because many of the associations you think up will be silly, absurd or bizarre.

2. Learn related words & phrases

When learning the word for hand, for example, try to learn related words, such as parts of the hand; actions of the hand; other parts of the body, and things you might wear on your hands. Also try to learn words with the same root and phrases which include the word hand. As you learn more words you will start to spot connections between

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<sup>30</sup> Suyanto, Kasihani K. E, *English for YoungChildren.*, p. 89.

<sup>31</sup> Omniglot, Learning vocabulary, <http://www.omniglot.com/language/vocab.htm>. on 31st of Mei, 10.00 pm.

words. The more words you learn the easier you will find it to guess the meanings of new words.

### 3. Learn words in context

Learning long lists of unrelated words is boring, difficult and doesn't help you much when you come across those words in a different context. If you focus on learning words in the context you're most likely to find them, you're more likely to recognize them when you encounter them or need to use them again.

When learning food words, for example, think about when you'd be most likely to use them, i.e. when cooking, eating, shopping, etc, and learn other words related to those situations. Then try constructing sentences using the new words. Good dictionaries contain examples of usage which you can use as models for your own sentences.

### 4. Practice reading as much as possible

A great way to build up your vocabulary is to have a go at reading books, magazines, newspapers or comics. Ideally look for reading material covering topics you find interesting. When reading, try to guess the meanings of any words you don't know and then check them in a dictionary to see if your guesses were correct. You don't have to look up every unfamiliar word as long as you can get the gist of the text.

Reading comic books, like Asterix and Tintin, is an effective and fun way to improve your reading comprehension and vocabulary. The pictures help you to follow the story when you can't understand all of the dialogue. The dialogues in the Tintin books tend to be longer and more serious than those in the Asterix books, which are full of puns and jokes.

### C. Teaching English Vocabulary by Using of English Comic

Teaching vocabulary by using of English comic here means that the students identify and study words from the context on the comic reading.

Story from comic offers a whole imaginary world, created by language that students can learn and enjoy. Story from comic is designed to entertain, so the teacher choose and use world with particular care to keep the students and the other space for growth in vocabulary and language development.<sup>32</sup> The teacher has to identify the language use in language that already met.

In order to improve the quality of the material we use in our classes, using authentic material as cartoons and comics may enrich a variety of groups in many teaching environment. There is no person who doesn't like reading something funny or that is appealing, and those learners who are usually reluctant to participate in the classes are the first to discuss comics. Comics require students' thoughts, feelings and opinions about the situation portrayed through visual and linguistic elements and codes. In addition, we can teach vocabulary to help student learning synonym to expand vocabulary and practice formation of different verb tense.<sup>33</sup>

### D. Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.<sup>34</sup> Because the hypothesis was the provisional answer, it was carried out by

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<sup>32</sup> Kak Yon, Teaching Vocabulary by using of English Comic, <http://abudaud2010.blogspot.com/2010/08/teaching-vocabulary-by-using-of-english.html>, on 31th Mei, 10.00 pm.

<sup>33</sup> Geekyteacher, Teaching English Through Comics, <http://geekyteacher.wordpress.com/2009/06/01/teaching-english-through-comics/>. Sunday on April 2<sup>nd</sup> 2011, 11.16 pm.

<sup>34</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, ( Jakarta: Rineka Cipta, 2006), 13<sup>th</sup> Ed., p. 16.

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

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