

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Vocabulary**

Based of Oxford dictionary, vocabulary is all the words that a person knows or uses, that is the lexicon that always use a person to communicating and understand. According to Burt, Piton, and Adam (2003: 18) vocabulary knowledge is more than knowledge of the basic meaning of words comprehension was effected by both the breadth -or size- of the learner's vocabulary and the depth – or knowledge about the pronunciation and spelling, morphological properties, syntactic properties, connotation, and register. Based on Celce and Murcia (Mukoroly, 2001) vocabulary is not only single word but also compound of word. The conclusion of definition above showed that vocabulary is not only single word but also compound of word, lexical, or phrase which is understand to forming sentence.

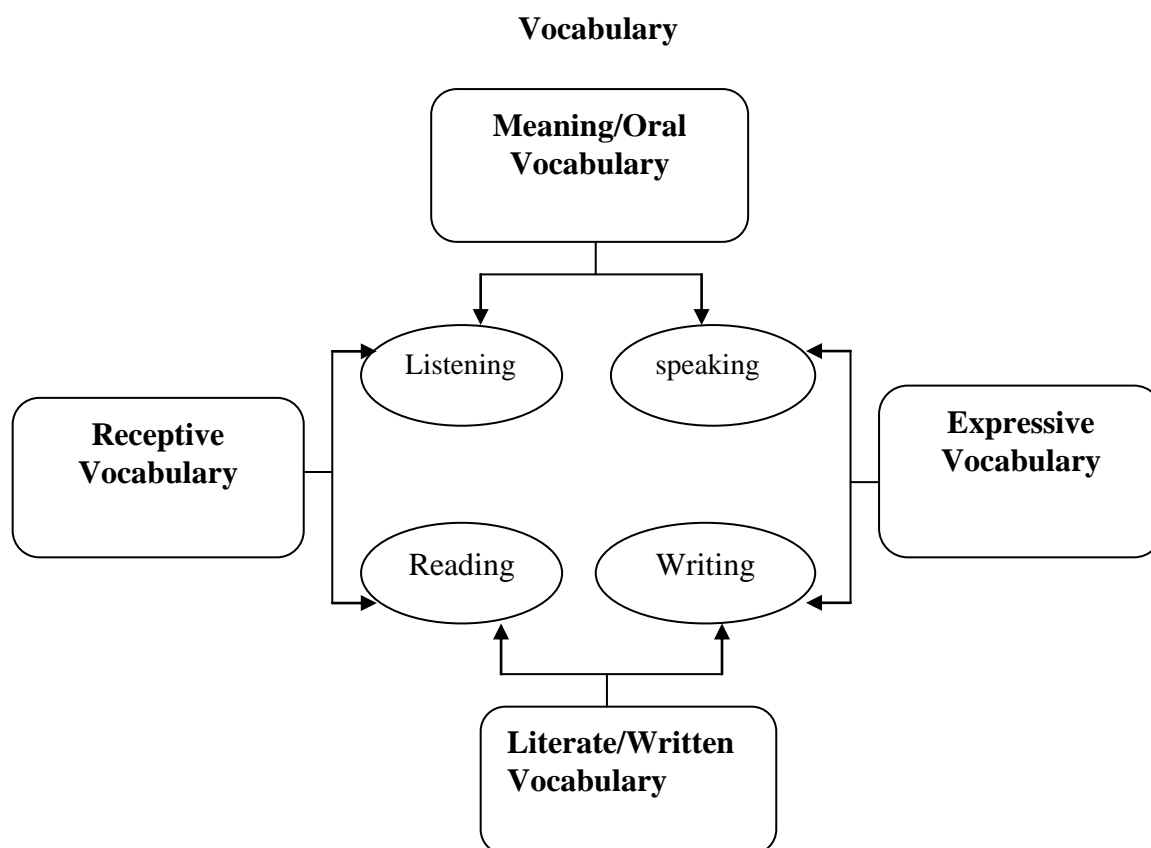
The role of vocabulary is very significant in teaching learning activities in English foreign language class. Vocabulary knowledge will make easier communication between teacher and learner, and student will easy to catch information in teaching learning activities.

##### **2.1.1 The Importance of Vocabulary for Learners**

Vocabulary knowledge is the center teaching and learning English because without vocabulary student cannot understand and cannot express their idea using English. According to Wilkins in Pikulki and Templeton (2008) vocabulary knowledge is more important than grammars knowledge, with little knowledge grammar can be conveyed but without vocabulary nothing to convey.

In addition vocabulary is basic competence that must be reached by student in order to master other competencies like reading, writing, listening, and speaking. It is difficult to master in the other competencies without mastering and understanding the vocabulary.

Finocchiaro in Dewi (2013: 9) describes another importance of vocabulary. He said that vocabulary mastery is needed to develop the four aspects of communication there are: listening speaking, reading and writing.



Pikilski and Templeton (2004:3)

Based on scheme above, vocabulary has important role in other competencies. Listening and reading are competencies to receptive vocabulary and vocabulary will be expressed in

speaking and writing competencies. Reading and writing is written form of vocabulary. Listening and speaking are oral form of vocabulary.

### **2.1.2 Teaching vocabulary**

Vocabulary knowledge is a basic competence in teaching learning activities in English foreign language classroom. Without vocabulary knowledge the activities will not be carried out. Teacher cannot transfer their knowledge in English and learners cannot convey their idea using English.

In addition, vocabulary knowledge is necessary because related to other competencies like speaking, listening, reading and writing. However, teaching vocabulary in English as a foreign language is not easy. Teaching vocabulary in English foreign language classroom is attributable and boring. Teacher needs strategy to teach vocabulary knowledge. Based on Brown (2000) there are some strategies in teaching vocabulary, allocated specific class time to vocabulary learning; help student to learn vocabulary in context; play down the role of bilingual dictionaries; encourage student to develop strategies for determining the meaning of word; engage in unplanned vocabulary teaching.

The first strategy is allocated specific class time to vocabulary learning. It is important to learning English. Fluency communication in English depends on vocabulary knowledge, so if students want to be fluent in English communication, learning vocabulary has to be the first priority.

The second strategy is helping students to learn vocabulary in context. It is a duty of teacher. Student finds the new word in the context and they will look up the new word in the dictionary, it will be better if teacher helps them to make them understand the meaning and applied the new word in the context.

The third strategy is play down the role of bilingual dictionary. In recent years, with the common availability of electronic pocket dictionary, students are even more easily tempted to punch in a word they don't know and get an instant response. It is a fortunate that such practices rarely help student to internalize the word for later recall or use.

Learners in English Foreign language is a passive learner to show their skill in English. It is because they do not have much vocabulary knowledge. Encourage student to develop strategies for determining the meaning of word.

The next strategy is teachers engage in unplanned vocabulary teaching. When learners study English competencies, they often find new word. In this moment teacher be a facilitator to making clear what the meaning of word and how the word in context or sentences.

### **2.1.3 Vocabulary Learning Strategies**

To improve vocabulary in field of education not only teacher that have strategies to teach vocabulary, but also learners should be have strategies to develop their vocabulary. Schmitt in Lai (2005) classify two strategies to wide variety of vocabulary learning strategies, that is discover strategies and consolidation strategies.

#### **2.1.3.1 Discovery Strategies**

According to Schmitt (Lai: 2005) discover a new word can be trough guessing the context, dictionary use, and word part analysis. Strategies above are used to next strategy.

Guessing through context is important to discover new vocabulary or new word. The source of context not only in the form of text but also from other source like speech, conversation, or listen a song.

There are some steps to discover new word through guessing context: first is finds the part of speech of the unknown word; second is look at the immediate context of the unknown word and simplify context if necessary; Look at the wider context of the unknown word. It means that the steps are considered in looking at the relationship between the clauses containing the unknown word and surrounding clauses and sentences; Guess; Check the guess.

There are several ways to check the guess, first check that the part of speech of the guess is the same as the part of speech of the unknown word, break the unknown word into parts and see if the meaning of the parts relate to the guess, substitute the guess for the unknown word. Does it make sense in context; Look in a dictionary.

Dictionary use is other strategy to discover new word and often used by English foreign language students. Discover new words use dictionary is effective because sometimes a word have more than one meaning. In addition, dictionary can be used to understanding the words, identifying the new word.

Beside that to discover new word there is one strategy which is called Word Part Analysis, in this strategy learners have to know about prefixes, suffixes and they have to analyze so they can find the root word. Learners also have to understand about general word and special word so they can add with prefixes and suffixes. This strategy is appropriate to English second language learners, in English foreign language is not sufficient particularly elementary school.

### **2.1.3.2 Consolidation strategies**

Consolidation strategy contain several strategy, there are memorization strategies, cognitive strategy, and meta cognitive strategy. Those strategies are very important to develop vocabulary knowledge of the student.

Memorization strategies have important role to help student improving vocabulary knowledge in their brain. This strategy relate to their virility thinking. Example of memorization strategy contain; study word with a pictorial representation of it meaning; associate the word with its coordinates; use semantic maps; group word together with a story line; study the spelling of a word; use key word method; use physical action when learning a word.

Cognitive strategy is very popular among learners in English foreign language class room particularly in elementary school. Cognitive strategy is primarily refers to written and verbal repetition as well as some mechanical means involving vocabulary learning.

A study by Gu and Johnson in Lai (2005) has found that meta cognitive strategies are positive predictors of vocabulary size and general English proficiency, showing the significant role the meta cognitive strategies play in language learning. Thus, a need is seen to train students to control and evaluate their own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing, all of which are included in Schmitt's taxonomy. In this way, learners will take more responsibility for their studies and overall learning effect may be improved. Another important strategy in this group involves the decision to skip or pass a new word when it is judged to be a low frequency one which may not be met again for a long time. The fact that even a native speaker only knows a portion of the huge amount of words in a language suggests that an efficient L2 learner is supposed to spend their time and efforts on those words most relevant and useful to them.

## **2.2 Comic**

According to Lam Toh (2010) comics have traditionally been seen as enemies of the schools. However, today, some teachers are beginning to view comics as potential educational tools, as a way to arouse students' interest in academic subjects and also an avenue to improve their students' academic literacy.

### **2.2.1 The Use of Comic in Teaching Vocabulary**

The influence of written and visual elements may render comics an innovative teaching aid and capable to involving students in a way that acknowledges the visual world in which they live. One of the supportive learning theories is Clark's and Paivio in Retails (2008), dual coding theory, which emphasize the importance of imagery in cognitive operations. They advocate that recall/recognition is enhanced by presenting information in both visual and verbal form.

According to Berkowitz & Packer in Marie and William (2008) there are at least three reasons why comics are useful teaching tools based on: there is a great deal of student interest in this genre; they are inexpensive to obtain; and the vocabulary is not difficult so they are easy to read.

Based on the statement above comic is one of teaching tools which is appropriate to teaching vocabulary. The visual and verbal of comic will help student to understand the new word which appear in the story.

### **2.2.3 Strengths of Comics in Teaching Vocabulary**

Based on Retalis's study (2008), comic has strengths as teaching media involving in teaching vocabulary. Comic can be used to motivate, visual, permanent, intermediary, popular, and development of thinking skills.

Comics can capture and maintain the learner's interest it occurs because of the presentation of comic. The picture and story which appear in comic will motivate the student to read. This matter will be solution to make teaching vocabulary more interest to student and will raise their motivation.

Picture and text as visual media in comic will form a story. Comic has visual permanent component. It is different to movie and animation, movie and animation have duration in their appearance so the student has to pause to get the new word, whereas the duration of comic just in reading capability.

Comics can be a scaffold to difficult disciplines and concepts, can give to reluctant readers the non-threatening practice and to the experience ones inspiration and confidence for more challenging texts interest.

### **2.3 Strategies to Developing Vocabulary Material Using Comic**

There are several strategies which are used in developing vocabulary material using comic. They are verbal visual strategy, word tree, and alpha book. The strategies are involve in every part comic. Verbal visual strategy is used in body or content of comic, this strategy is core to develop vocabulary material using comic. Word tree strategy is used in individual quiz, and alpha book is used in group quiz.



### **2.3.1 Verbal Visual Strategy**

According to Kimbell and Lopez (2009) verbal visual strategy is a core in developing vocabulary material using comic. This strategy is used in body or content of comic. The Visual-Verbal Word Association Strategy combines what students know about visualization with a basic vocabulary strategy through the use of note cards or paper to create word banks or word walls.

### **2.3.1 Word Tree**

According to Kimbell and Lopez (2009) word tree is a strategy to help student to recognize how root word grow up with prefixes and suffixes, but in this comic word tree help student to recognize general word and particular word. In this game, teacher equips a general word in the root of tree and than student completing the leaves with particular word.

### **2.3.2 Alphabet Book**

According to Kimbell and Lopez (2009) alphabet book strategy require student to completing alphabet book about the topic. It works best with a more global topic, since students are expected to find a word for each letter of the alphabet as it relates to their topic. Students are required to find words which are given.

## **2.4 Semantic Map Strategies Teaching Vocabulary Using Comic**

According to Johnson and Pearson in Kimbell (2009) Semantic Maps have effectively been used to activate background knowledge about a topic. Steps to follow include first select a word or topic and list the word on the board. Next, before reading, ask students to think of as many words as possible that relate to the word or topic, then list their answers on the semantic

map. Then, review the words listed on the map, and then decide if the words could be reorganized and grouped into categories. The teacher and class can brainstorm these categories together, then work together to organize the groups into categories. The last If the word or topic is related to a theme of study, then students can find new words to add to the map after reading or as the unit progresses. If it relates to a book, then read the book. Afterwards, students can add new words to the concept map based on the reading.

## **2.5 Review of Previous Study**

Research and developing vocabulary material had been done by other student in University Muhammdiyah of Gresik. Review of previous study is done to corroborate and compared by development vocabulary which will be done.

In this study, there are two previous studies which has been done by English education department Faculty of Teaching Training and Education University of Muhammadiyah Gresik student. The first study was done by Ayu Kusuma Dewi entitled “Developing Vocabulary Material Using CALL for the Fifth Grade Student at SDN Randu Agung 2 Gresik” and the second study was done by Ratnia Wati untitled “Developing Vocabulary Material for Fifth Grade at MI Tarbiyatul Hidayah Menganti-Gresik”.

The first study conducted by Ayu Kusuma Dewi (2013) entitled “Developing Vocabulary Material Using CALL for the Fifth Grade Student at SDN Randu Agung 2 Gresik”. The background of this study is boredom of fifth grade student with LKS as the only English teaching media. The purpose of this study was to develop the material in vocabulary using CALL which was applied for the fifth grade of elementary school to be more interesting. The product or the media which was created consist of vocabulary, collocation word, reading text, and exercise.

Ayu Kusuma Dewi used Asmara model in his research design. Asmara model consists of need analysis, design, development, expert validation, feed back from student, revision, limited try out, and final product.

This study showed that the material was developed properly to be used according to the result of expert validation. The expert validation checked the followings components, attractiveness, requirement, mechanic, contents, and originality. The media properly to be used for fifth grade it is showed by score of student that is increase. The student be motivated to learn this material because this material is full of picture, sound and play.

The second study was conducted by Ratnia Wati (2014) entitled “Developing Vocabulary Materials for Fifth Grade at MI Tarbiyatul Hidayah Menganti-Grsik”. The background of this study is faced difficulties to understand the written language and oral language because they lack of the word and have little knowledge of vocabulary. Purpose of this study is to develop vocabulary material to increase and to improve student motivation in vocabulary during the classroom teaching and learning.

The design of this study is research and development (R&D) study. The developing model used in this research was the ADDIE model which has procedures, need analysis, design, development, implementation, evaluation.

The vocabulary material on this study was in the form of book. Based on the syllabus and curriculum in first semester the material include three topic, their hobbies, food and drink, and daily activities. In every unit have four skills to improve student vocabulary materials. Each topic consisted of several activities, introducing vocabulary by listening, speaking, writing, and reading find the meaning word. Every activity has methodology to develop the material. In

listening skill is used small group and pair work method. Speaking skill use communicative, comprehension, pair work, directive or hint method. Writing skill use whole class and think pair share method.

This study showed that the material was developed properly to fifth grade student. It was showed that student was funny and interest when they learn vocabulary material.

This study has similarity and difference with two previous studies above. The similarity among this study “Development Vocabulary Material Using Comic ” by Iin Sri Lestari, “Developing Vocabulary Materials for Fifth Grade at MI Tarbiyatul Hidayah Menganti-Gresik” by Ratnia Wati, and “Developing Vocabulary Material Using CALL for the Fifth Grade Student at SDN Randu Agung 2 Gresik” by Ayu Kusuma Dewi are using research and development (R and D) as research design, using fifth grade student as subject. The model of development in this study is similar to Ayu Kusuma Dewi (2013) untitled “Developing Vocabulary Material Using CALL for the Fifth Grade Student at SDN Randu Agung 2 Gresik” which use Asmara model. This study is difference to Ratnia Wati (2014) untitled “Developing Vocabulary Materials for Fifth Grade at MI Tarbiyatul Hidayah Menganti-Gresik” which using ADDIE models as model of development.