CHAPTER II

REVIEW OF RELATED THEORIES

This chapter presents the discussion about Theory description of vocabulary, multimedia, digital comic, and previous study.

2.1 Vocabulary

Vocabulary is a set of words owned by someone who is likely to be used by that person to compile new sentences. In some literature, the researcher found the meaning of vocabulary. There are some definitions of vocabulary. According to Davies according Longman Dictionary (1998: 1764) Vocabulary is word, term, used. It is means that vocabulary is important to know, learn and used. Without having enough vocabulary they can not to make meaningful sentences in communication.Vocabulary is important to be mastered by language learners, especially English learners, because English vocabulary is large. It is a must for the teachers to help their students to master vocabulary successfully. By mastering vocabulary, students can learn and use language well. It is proved by Laufer (1997) who states that vocabulary learning is at the heart of language learning and language use.

Good (1973: 143) defines vocabulary as the words having meaning when heard and seen even though not produce by the individual himself to communicate with others and the words are considered essential for minimal use a language.

Hornby says (1989:1447) that vocabulary is 1). All the words that a person knows are uses. 2). All the words in a particular language. 3). The words that people use when they are talking. 4). A list of words with her meaning especially in a book for learning foreign vocabulary is a list of words and sometimes phrase ussualy arranged in alphabetical order define a dictionary glossary or lexicon.

Vocabulary is an very important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. In language learning, vocabulary plays an important role. Hedge (1993: 27) states that knowing a lot of words in foreign language are very important.

According to Scrivener (1994: 74) an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary. The clear differences between productive and receptive vocabulary will be seen the function of the using vocabulary.

a. Productive Vocabulary

Usually productive vocabulary called active vocabulary. It is the words which are used in speaking and writing skill. Productive vocabulary is more difficult to be learned than receptive vocabulary. The learner must be able to choose the word which is appropriate with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

b. Receptive Vocabulary

Sometimes receptive vocabulary called passive vocabulary. It is the word which is used in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Scrivener; 1994: 75). in understanding what the learners have

heard and what they have read. If the learner has much receptive vocabulary, they will understand what the text talking about. Productive and receptive vocabularies are words that the students understand when they use in everyday situation. Produce it correctly in reading or listening. In contrast, productive and receptive vocabularies are the set of word that they understand, can pronounce correctly and use constructively in speaking and writing.

2.2 Teaching Media

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Popular print media offer good opportunities for improving learners" reading and writing skills in particular. Popular electronic media provide teachers with excellent resource for improving language skills, such as listening and speaking. It means that there are so many medias that can be used in eaching listening.

Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. In line with them, Harmer says that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities. Computers, DVDs, interactive whiteboards, and all sorts of other technology are present to one degre or another in every school, and most middle-class children, at least, as DeBell and Chapman, go home to an array of technology as well. Instead of Borgman, yet only gradually is technology truly changing the core of teaching and learning in schools. More specifically, Sands stated that instructional process in which media, as

Teacher's language, deliver message to the students. Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

The media should directly relate to a curriculum policy and program on the departments' framework standard and relevant for students. The media also support an inclusive curriculum thus helping students to gain awareness and the importance of respectful relations with the other.

Reiser and Dick suggest principles in applying instructional media. First, the instructional media should be practical. It means that teachers should consider the availability of the media and the practically of the media, whether they are easily used in the instructional environment, and what will be the time and the cost involved containing in obtaining them. Second, the instructional media should be appropriate to the students' characteristics because they perceptions about the media will affect their learning. The last, the instructional media should be a good means of presenting a particular instructional activity. It means that the media should support the activity that will be presented in the classroom.

Reiser and Dick explain some advantages or importance of the media. One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students" attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed , instructional media gives students' required experiences to build their prior knowledge.

2.3 Multimedia

2.3.1 Definition of Multimedia

There are some definitions of multimedia that stated by some expert. Based on Hackbarth (1996:229) Multimedia is suggested as meaning the use of multiple media formats for the presentation of information, including texts, still

or animated graphics, movie segments, video, and audio information. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia is a computer-based system that allows interactive linking of multimedia format information including text, still or animated graphic, movie segments, video, and audio. Hypertext is a non-linier organized and accessed screens of text and static diagrams, pictures, and tables.

In addition Mahajan (2012:6) stated that multimedia uses multiple forms of text, audio, graphics, animation, or video to convey information. As such, multimedia technologies offer today's classroom teachers the opportunity to move from a largely linear learning environment to an increasingly nonlinear environment. Such technologies also allow students a strong degree of choice as they pursue learning with multimedia texts. The multimedia classroom tools offer classroom teachers multiple ways of engaging students in the learning process. Teaching is no longer "chalk and talk", it is supported with various media like books, journals, audio-visual aids, electronic media i.e. radio, TV, computers etc.

While Mayer (2001:34) also stated about multimedia in teaching/learning process, that is multimedia learning refers to the ognitive effect or mental images that man forms as consequences of being exposed to a multimedia show. Multimedia learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or ideo).As you can see in this definition, multimedia refers to the presentation of words and pictures, whereas

learning refers to the learner's construction of knowledge. The process by which people build mental representations from words and pictures is the focus of Mayer's cognitive theory of multimedia learning. He adds that multimedia offers instructors and students new ways to enhance the teaching/learning process. Multimedia is important in education because it holds great promise for improving the quality of education. That is, it provides teachers and students with the tools to access multiple images and sounds. Teachers can "break free" from the constraints of textbooks and the chalkboard. Classes can experience specific learning material, know about its background in real-time or slow motion.

Thus, we can conclude that multimedia-based teaching is teaching learning process that the teacher use many media to deliver material to attain certain leaning objective. The media can be inform of text media or electronic media. This media conveyed interactively, so, can make students' learning experience like in the real-time.

2.3.2 Advantages of multimedia

Based on the definitions of multimedia above, we know that the multimedia has advantages in education field, especially in teaching learning process. This media can be used in the class or individually. Students also can interact with this media actively and individually, for example the using of

multimedia inform of a program. Then the advantages of multimedia in educational field that stated by some expert as in the following explanation.

According to Kustiono in Ikhtiari (2010:10-11) multimedia interactive learning has some benefits in increasing the effectiveness of learning process, those are:

a. May direct interaction between user and learning material.

b. Learning process can happen individually based on students' ability.

c. Increasing student interest and motivation

d. Give feedback toward students' respond.

e. Create continued learning process.

Multimedia close related with ICT. ICT not only use as human problem solving but also in education field, especially increasing the quality of teaching learning. ICT also can support and give advantages in teaching learning process like stated by Krisnadi (2009:6). The advantages are:

a. Increasing learning quality.

b. To make wide the access toward education and learning.

c. Decrease of education cost.

d. Answer requirement of ICT participation.

e. developing ICT skill that students need to work in the future life.

2.4 Comic

According to the Big Indonesian Dictionary (KBBI), comics are interpreted as a picture story that is easily digested and funny (usually found in newspaper magazines or made in the form of books). In general, comics can be interpreted as one of the media that serves to convey a story through picture illustrations to describe the story. In addition, comics can also be interpreted as literary works in the form of stories that are displayed in the form of pictures, which in the story there is a leading figure. Comics generally contain fictional stories, as with other literary works. However, digital comics are more directed to the digital form and are usually easily accessible via cellular.

Comics are affecting to the behavior and psychological, and cognitive of the reader. This is because of the nature of comics that can cause sensual and emotional reactions of readers. The elements of drawing, writing, and humor in comics attract interest and deeply involve the emotions of readers (Ahmad, 2012). Unfortunately, comics may have a negative impact if it is charged with violence, pornography, or a negative lifestyle (Phoenix, 2006). Nevertheless, the breadth of comic popularity and its advantages as a visual medium encourages educators to use it as a learning medium (Munadi, 2010).

In general, there are two types of comics known to the public, namely print comics and digital comics. The main difference between digital comics and print comics is that the format of digital comics has been converted to digital and can be read using certain electronic devices (Petersen, 2011). Digital comics have many advantages over print comics, including being cheaper, more durable, can be interactive, more dynamic, and easily accessible (McCloud, 2008).

2.4.1   Kinds of Digital Applications

According to Hafiz Ahmad (2009) digital comic can be divided into four categories based on their digital applications:

1) Digital Production

Digital production refers to the process of work and production of comic books can now be done 100 % on screen, and not just the process of manipulation and digital imaging alone.

2) Digital Form

Digital form refers to the form of comic in digital form, so it has the ability borderless (unlike the paper that is limited size and format), so that comic have no limited shape, for example, greatly elongated sideways or downwards, to form a spiral. The second capability of the digital comic is timeless. If comic in print form has limitations due to its durability age the paper, the digital comic in the form of electronic data can be stored in the form of digits or bytes, and can be transferred into a wide variety of storage media. The third capability is being multimedia capabilities, where the display can be combined with the comic limited animation, interactivity, sound and so on. Multimedia capabilities can provide a more complete reading experience for readers.

3) Digital delivery

Digital delivery refers to the method of distribution and delivery of digital comic are in form of paperless and high mobility. Paperless format allows distribution of digital comic cut out a lot of chain

distribution process if it is done in analog (eg, from printing, distributors, retailers, buyers). The term is only one clicks away. While the features of a high mobility can be done, because the comic in digital format allows data that had the form of a digital code was brought into a small and efficient gadget. On the other hand, things that should be considered in digital delivery is the distribution of different forms of digital data and analog distribution systems. For example, an online digital comic distribution in Indonesia would be associated with an access speed and bandwidth, so it is necessary to consider the size and format of the images in the digital comic are made.

4) Digital Convergence

Digital convergence is the development of comic in other media links that are also digitally -based, such as games, animation, films, mobile content, and so on.

2.5 Material Development of Vocab Using Digital Comic

As we know that teaching and learning are the processof activity in a classroom which is done by teacherand students. A teacher gives lesson and the students learn from the given lesson. It means that the teaching – learning process is very important. Brown (2000,p.7) says, " teaching is guiding and facilitating learning,

enabling the learners to learn,setting the condition for learning". While, Harmer (2001,p.114) argues that the teaching means the interaction between the teacher and the students in many cultures. Besides teaching in the classroom, the teacher must consider the teaching model itself.

Teaching vocabulary needs a serious attention from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, or how many vocabularies that they should teach.There is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum. The choice of vocabulary to teach is also limited to the learner's need, experiences and interest. In teaching vocabulary to junior high school students, teachers must uses interesting media that are possible and appropriate with material. It is involves the elements of fun that make them really enjoy following the lesson.

Arsyad (2002,p.15) adds that media have fun function as an aids teaching

learning process that can influence the atmosphere and situation in the class. It is evident that junior high school students as young learner learn through comic as media much easier and they enjoy it. Teaching is a process of communication between a teacher and students. it has to be created through the way of teaching and exchanging the message or information by every teacher and students. The message can be knowledge, skills, ideas, experiences and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in

the process of teaching. This supported by Azhar (2011,p.4) media is a tool that conveys or delivers the message of learning. He also said that media is a component resource or physical vehicle that contain instructional material on students environment that can stimulate students to learn. From the definition above, researcher concludes that media are the tools, materials, that establish conditions used by a teacher to facilitate the instructions the acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of whole activity. There are many media that can be used in a teaching learning process.

Bolton-Gary (2012) states that the emotional (humorous) and visual (picture and text) elements of comics, including digital comics, can help improve students' understanding of conceptual material. Lessons that are too conceptual make it difficult for students to visualize and understand processes in complex systems (Koba and Tweed, 2009).

Comic is an artistic medium where images with text or other from of information in order to express an idea. Comics can serve as an intermediate steps to difficult diciplines and concepts. Many language arts educators have used comics in this manner with tremendous success. Karl Koenke suggests the comic can lead students toward the dicipline of learning. A. S. Hornby states that comic is books or magazines containing stories etc.

2.6 Previous Studies

Many researches have reported to expose developing multimedia-based teaching media; some of the researches are noted as below:

Ghea Putri Fatma Dewi (2012) developed English education game by using Macromedia Flash in topic of animal for IV grade of Elementary School. There are some stages in develop this game, those are: analysing, designing, developing, implementing, and evaluating. In this study the result are: the average result from expert of media validation was 4.32, from expert of material validation was 4.59, and from students' evaluation got was 3.07 it means that this media was proper in to use in English teaching learning.

Huriah (2015) developing a Digital Comic as One of Learning Media to Improve Students' Motivation in The Introduction of Banking for Grade X Accounting Student at SMKN 1 Bantul. Development model included; (1) analysis; (2) design, (3) develop, and (4) implementation. Research result shown that digital comic learning media was feasible to be use. The assessment score by material expert was 4,19 (feasible), assessment score by media expert was 4,2 (feasible), assessment score by learning practitioner was 4,19 (feasible) and students' response was 4,04 (feasible). In the field test, the digital comic was successful in increasing students' motivation from 3,98 to 4,44. Thus, digital comic learning media was feasible to use in the introduction of banking learning on grade X at SMK.

Friska Agustia Anggraini (2018) developing English Multimedia based teaching media by using Adobe Flash CS3 for VII grade of MTs Al Huda Bandung Tulungagung. The procedure was plan, design, and evaluation. In this study the result are : 87.05882 % for teaching media validation, and 93.846155% for teaching material validation. They were in very good criteria. It can be concluded

that the media was valid. Meanwhile the result of small group try-out was 87.47826 %. Then, the result of field trial try-out was 87.47826 %. Both small group and field trial try-out percentage was in very good criteria. So, the writer can conclude that Adobe Flash is proper for English teaching media.

Angga Rifauzi (2019) developing prototype of english writing coursebook for office management student of SMK PGRI 1 Tulungagung. In this study used the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The results obtained from 5 phases include, Analysis, Design, Development, Implementation, and Evaluation. Assessing the feasibility of Prototype Coursebook showed the following: 1) The expert gave average score of 4.36 with a percentage of 87,3%, which included in the category of Very Good, 2) The English Vocational School Teacher gave average score of 4.25 with a percentage of 85%, which includes a category Very Good. Evaluation by students obtained an average score of 4.20 with a percentage of 84,1%, which includes the category of Very Good. Overall the "Prototype of English Writing Coursebook for Office Management" is in the category of Very Good to be used as a learning media.

From the previous findings above, the writer developed digital comic as learning media for teaching vocabulary for eighth grade of SMPN 2 Ngunut using Medibang aplication. The differences between this research with the previous study were: (1) using Medibang, (2) for VIII grade, (3) learning media for teaching vocabulary, (4) and uploaded on the Webtoon. So, this research is difference from previous finding above.