

CHAPTER I INTRODUCTION

This chapter presents about seven topic dealing with the introduction those are Background of The Study, Formulation of Research Question, Objective of the Research, Research Hypotheses, Significance of the Research, Research Scope and Definition of Key Term.

A. Background of The Study

English is an international language while in Indonesia as a foreign language. It has been taught from an early age until the adult or moreover old age. Talking about English, it can be in the form of written or spoken with its developing skill such as Listening, Speaking, Reading and Writing Skill. On the other hand, English components also cannot be separated in the way of learning English as foreign language. English as Oral language is made of at least five key components (Moats 2010): phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as semantics). Furthermore, grammatical also take apart in developing phase of knowing English.

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In English For grammar, vocabulary (lexicon), and pronunciation (phonology), we term the language description. In English it is very important to master the vocabulary before moving to grammar. because we certainly have difficulty if we do not master the vocabulary to use English. David Wilkins, quoted by Thornbury (2002: 13), concludes the importance of learning vocabulary by saying "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed." He explained that without (knowing) grammar, we can say very little. But without (knowing) the vocabulary, there is nothing we can express. It is true what is expressed by Wilkins. Although we have good grammar (grammar) abilities, these abilities will be useless if we do not have enough vocabulary mastery.

The way of students learn English is the one called learning. Learning is the impact of student experiences and his/her interaction to the environment (Masitoh, 2003). As Corey said (Corey, 1986) Learning is a process of getting environment which is settled before then the student takes apart in doing a certain attitude as the aims; learning is subject special in education. When the student start in learning, they pass some phases. By doing learning they will seize the aims. Suppose the students would be able to conduct what they got to the life.

Learning process needs media as the complement of learning strategy. Many kinds of media supposed can support the process of students absorption. The media is one component of communication, namely as a messenger or communicator to wards communication (Criticos, 1996) (in Daryanto, 2011). The use of comic media is expected to improve students' reading abilities through their

very nature which makes the reader feel happy. Children's interest in drawing tells the meaning of the need to use comic media for learning. Hope also helps students develop language skills, art, and helps students interpret and recall the stories in them. The success of the use of comics in the world of education has been proven by Japan with the emergence of knowledge comics aka jitsumu manga or comic lessons as a medium to convey certain lessons (Badil in Koendoro, 2007).

One of the teaching medias that can be used to attract the students to learn English, especially vocabulary is by using online media. There are many kinds of online media that can be used to increase students' vocabulary mastery. LINE Webtoon Application is one of online medias to enhance students to be more active in English class. This is an online media or application that can make students interest for practicing vocabulary skill with pictures combination web and cartoon or comic. According to Mayfield (2014), LINE Webtoons are very useful, easy and entertaining to practice any set of vocabulary. This platform or application is chosen because it has necessary aspect of competition and force the learners easy to learn vocabulary, store it in memory and recall it. This application can invite the students to be active and fun in teaching learning vocabulary without any pressure.

There are some researches The Effectiveness of Line Webtoon on Students' Vocabulary Mastery. The first researcher is Elza Aqilla Novanti (2021), untitled Webtoon's Potentials To Enhance Efl Students' Vocabulary. Based on the results of interviews with respondents who teach Webtoon as a medium, Webtoon has the potential to improve English vocabulary. The second researcher is Luh

Putri Maharani (2021), untitled *The Use of Line Webtoon Comic Strips to Upgrade Students' Vocabulary Mastery*. Based on the research it can be concluded that Webtoon Comic Strips in online learning to teach vocabulary for ninth graders helped to improve their vocabulary mastery by finding many unfamiliar word in every episode of "A Budgie's Life" story which also gave positive effect to the students' reading. The third researcher is Ricky Eka Sanjaya (2017), the study untitled *Improving Vocabulary Ability by Using Comic to the First Grade of SMK Al Hidayah 1 Cilandak in 2015-2016 Academic Year*. The result of the research was the implementation of teaching English in this action research using comic through peer work as teaching strategy could improve the students' motivation in improving their ability to speak English at both the first cycle and second cycle.

Based on the previous studies, the researcher focuses on the effectiveness of LINE Webtoon in teaching vocabulary mastery. In addition, focusing in students' score after being taught by LINE Webtoon. LINE Webtoon is a one of suitable medias in gaining students' mastery in vocabulary by its illustrations and sequence of words combined one as useful literacy for the readers, especially the students. The present study is also intended to prove whether the LINE Webtoon is also effective to students' score in the context of vocabulary mastery under the title "THE EFFECTIVENESS OF LINE WEBTOON ON STUDENTS' VOCABULARY MASTERY OF THE EIGHT GRADE AT ISLAMIC JUNIOR HIGH SCHOOL (MTs) ASH-SHUFU KADEMANGAN.

B. Formulation of Research Question

Based on the background of the study, the main purpose of this study is to find out the effectiveness of using LINE Webtoon towards students' vocabulary mastery of the eighth grade at Islamic junior high school (MTs) Ash-Shufi Kademangan. The research problem is formulated follow: "Is there any significant difference mean score in vocabulary of the students' taught by using LINE Webtoon and those taught without using LINE Webtoon?"

C. Objective of the Research

Based on the formulation of the problems above, the purpose of the study is: To find out whether there is significant difference mean score in vocabulary mastery of the students' taught by using LINE Webtoon and those taught by using a conventional method.

D. Research Hypotheses

Hypothesis is not the final answer of the study. It is alternative answer that needs to be verified. The hypothesis the researcher have to conduct the research first empirically. Hypothesis in this research are:

Null Hypothesis (H₀): There is no significant difference mean score in vocabulary of the students taught by using LINE Webtoon Application and those taught by using conventional method of the eighth grade at ISLAMIC JUNIOR HIGH SCHOOL (MTs) ASH-SHUFU KADEMANGAN.

Alternative Hypothesis (Ha): There is significant difference mean score in vocabulary of the students taught by using LINE Webtoon Application and those taught by using conventional method of the eight grade at Islamic Junior High School (MTs) Ash-Shufi Kademangan.

E. Significance of the Research

In this study, the researcher expects that the research paper has benefit:

1. Theoretically

The study is expected to give explanation about the use of LINE Webtoon toward student's vocabulary mastery.

2. Practical Benefit

The result of this study is expected to be useful for the students, English teachers, and institution:

- a.** For teacher As the information, English teacher about teach student in mastering vocabulary by using LINE Webtoon. The English teacher can enrich variation media for teaching vocabulary. English teacher can use the media to give a solution for students especially in vocabulary.
- b.** For students The research can give solution for the students to understand in study English especially in mastering vocabulary. The students can improve their ability about vocabulary by using LINE Webtoon by their teacher in the class. So the students feel interest to learn English lesson than before and they have good perception that English is not difficult.

- c. For the readers or other researcher. 7 The use of LINE webtoon can help the researcher to identify how to teach vocabulary well. It also gives information to improve creativity in learning process especially in teaching vocabulary.

F. Research Scope

In this research, the researcher focused on the effectiveness of using LINE Webtoon toward student's vocabulary mastery. This research was conducted for the eight grade at Islamic Junior High School (MTs) Ash-Shufi Kademangan in the academic year 2020/2021. This study employed quasi-experimental research design with two groups pretest and post-test. One class was as experimental class and another one was as control class.

G. Definition of Key Term

To provide the clear information about the terms in this research. The definitions of the main terms of this research are as follows :

1. Effectiveness

Effectiveness is an attainment from the target which be measured and can give an expected result. The effectiveness of this research means the significant improvement of students' vocabulary mastery indicated by the significant value ≤ 0.05 .

2. Media

According to Ahmad Rohani, “media is anything that can be captured by the human senses and functions as an intermediary, means, or tool for the communication process”.

3. Definition of LINE Webtoon

Webtoon is the combination of web and cartoon (comic). It was coined in Korea to refer to web comics launched by Naver in 2014. Comic can be defined as the form of cartoon to express the characters and apply story that have a related with the picture.

4. Vocabulary Mastery

According to Cameron (2001), the aspects of vocabulary mastery include pronunciation, spelling, and meaning. Vocabulary is a familiar collection of words that we often hear in language to a person. So the vocabulary is word storage and uses as a toll to communicate. Vocabulary mastery is competence to know words and their meaning.