

CHAPTER II

REVIEW OR RELATED STUDY

This chapter provides some related literatures for this study. It discuss vocabulary, teaching vocabulary, numbered heads together (NHT) in teaching and learning vocabulary, and comic strip

2.1 vocabulary

“Vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge.” (Aleidine J. Moeller,Olha Ketsman &Leyla Masmaliyeva 2009). From the theories above, vocabulary is the important part of language to learning and teaching as a second language that can make someone can use in other component.

“One thing that all of the partners involved in the learning process (students, teacher, materials writers, and researcher) can agree upon is that learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the repeated observation that learners carry around dictionaries and not grammar books.” (schmitt,2010:04) From the explanation above, it is clear that vocabulary is one of the essential parts to understand language particularly english. In the same line schmitt says that vocabulary is really important as in “One stand of this evidence is the typically high correlations between vocabulary (usually measures of vocabularry size) and various measure of language proviciency. For example a close relationship has been shown between vocabulary size and reading.” (schmitt,2010 :04) Furthermore, laufer and goldstein in schmitt (2010:04) state that :

“found that knowing the from meaning link of words accounted for 42,6% of the total variance in participants’ class grades according to a regression analysis. Given that the language class grade reflected performance on reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency, the above figure indicates that vocabulary knowledge contribute a very great deal to overall language success” (schmitt, 2010 : 04)

2.1.1 Kinds of Vocabulary

The function of vocabulary is express meaning or meaning using the ability to accept and productive ability, such as reading and listening as well as speaking and writing. Here are

the kinds of kinds of vocabulary, there are active vocabulary and passive vocabulary as follows (Nation, 2001):

2.1.1.1 Active Vocabulary

Active vocabulary is words that used in oral or written expression. According to Templeton (2004), active vocabulary is the words that students understand, can pronounce well and use vocabularies constructively in speaking and writing.

2.1.1.2 Passive Vocabulary

Passive vocabulary is the word, that students find or recognize and understand in a context. Usually it can be found when reading or listening. Students will find vocabulary when students interpret words in the text so that they can recognize the meaning of a word that is not in the text

2.2 Teaching vocabulary

In process of teaching and learning, not only learners but teachers also must have a good innovation in order to expand the vocabulary to make a good conversation in English. So students can insert vocabulary in the material that has been taught by the teacher. In teaching, the teacher must also have extensive knowledge of the general knowledge of the vocabulary, the meaning of the words of either spoken or written.

Some teachers argue that vocabulary will be the same as their experience, so this opinion is wrong. Because in teaching foreign language vocabulary should be taken seriously and should be studied. There would have an exact technique io teaching to support vocabulary, hopefully by joining these different throughs, approaches suitability to the situation that could create a good performance and interesting technique for teaching vocabulary. According to Harmer (2001: 155) Provides for the totally demonstration around some system for teaching vocabulary that is summarized as follows:

a) Demonstration

The teacher demonstrates the language that will be taught to the students and offers it in an action.

b) Explanation

Teacher explains to students about construction or language structure through textbooks, boards, or diagrams.

c) Exploration

Students are encouraged to understand the structure of the language or form of a new language in the text or find out the grammar structure they use whether in accordance with the grammatical order or not.

d) Checking Questions

The teacher can check the question to see if the student already understands the material which is contained in the text or paragraph.

Teaching vocabulary is about words, it involved knowledge of english vocabulary and how to know about learning and teaching vocabulary. Because learning vocabulary is important, it is a good idea if every teacher has good method and strategy in teaching vocabulary. When the teacher applies a good method and strategy in teaching vocabulary, the teacher will know it is effective or not by doing it with students in class activities. To teach vocabulary should be assured that can be accepted well by students. If the student still does not understand the learning process undertaken by the teacher, it can be ascertained that the students still did not master the english vocabulary and the method and the strategy that the teacher do it not successfull. but it is not one of the indicators the teacher can teach english vocabulary well. The thing to be considered is the material that has been taught to the student must be accordance with the theme. Teaching vocabulary is needed for expressing meaning and in using receptive (listening and reading) and the productive (speaking and writing) skills. Thus, importance of teaching vocabulary in english language

2.3 Technique of Vocabulary

In English lessons, presenting both old and new vocabulary is very important. Checking students and proper presentation can help students remember or memorize vocabulary easily and quickly.

According to Gairns, R. (1986) there are some different technique to teaching vocabulary as follows:

2.3.1 Miscellaneous: dictionaries, peer teaching, and guesswork.

2.3.2 Verbal technique: definition, example, illustration, situation, context, translation, and opposites.

2.3.3 Visual technique: flashcard, board, realia, drawing, gestures, and scales.

2.4 Numbered Heads Together (NHT)

Nowdays English teacher still gets difficulty to determine the most applicable technique of teaching English for students, especially for Junior high school students. The students sometimes get difficult in memorizing the English vocabulary from time to time. Many techniques can be applied in teaching vocabulary. One of them is improving the students' vocabulary mastery is through Numbered Heads Together Technique. The research used this technique because of giving students chance to make up a group or work cooperatively. Moreover, Numbered Heads Together Technique indirectly trains the students to share information to each other. Listening and speaking accurately are also required by this technique that they will be more productive in the teaching learning process. Besides that, this technique also helps the students to be able to work cooperatively in a team or group.

The teaching of vocabulary was mostly incidental, limited to the presenting new items as they appeared in reading or sometimes listening texts. According to Trianto (2007:62) states that, Numbered Heads Together Technique which was designed by Spencer Kagan in 1993 is a cooperative teaching technique in which the students are involved in analyzing the material discussed in the teaching learning process. There are four steps in the teaching learning process through numbered heads together technique, which are: Numbering is the most important step in the teaching learning process through Numbered Heads Together technique. In this step, the teacher divided the students into several groups which consist of 3 to 5 students in each of the groups. All of the students in the groups were given a number based on the quantity of the students in the groups. The next step is called proposing question. In this step, the teacher proposed a certain question to the students. The question itself can be based on the material which was discussed in the teaching learning process.

The question which was proposed should be varied, from the specific question to the general one. Besides that, the question should be also created with difference level of difficulty. After getting the question from the teacher, all of the students in the group should discuss the answer together. In this step, they could share the information they own with the other members of the group. Indeed, all of the students in the group should involve in the discussion to make sure that all of them know the answer. The last step in the teaching learning process through Numbered Heads Together technique be was answering. In this step, the teacher choses a certain number and all of the students who got the number which was mentioned should present their groups' answer in front of the classroom.

2.6 Comic

comic can serve as a step towards success in teaching language. Many language teachers use the art and they are successful. because in the comic is not only words but also there are images that can increase student motivation in learning. (Karl Koenke, *The Careful Use of Comic Books*, <http://books.google.id>. Accessed on maret 23,2018.) 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 comicbooks (also popularly called “manga” when referring to Japanese comicbooks). 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. . Sudjana defines, “ comics as a kind of cartoon formexpressing character, playing a story in sequences of closely relateddrawing, and designed to give fun to the readers.” (3 Nana Sudjana, *Media Pengajaran* ,.p.27 .<http://www.Petanitangguh.blogspot.com?2010/03>. Accessed on maret 23,2018.) It contains severalcontinued 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.

2.6.1 Comic Strip

Nowadays, there is a tendency toward using media to aid and supplement educational objectives. In real life, it is believed that language learning should be fun so the better way to enjoy learning the English language is through comic strips. The most frequently mentioned asset of comics as an educational tool is its ability to motivate students. A comic strip is defined as a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, and usually arranged horizontally, with text in balloons and captions (Liu, 2004; Haines, 2012; Merc, 2013). Based on Liu (2004), a comic strip is described as a series of pictures inside boxes that tell a story. Among visual genres, comic strips catch many researchers attention because they are communicative, popular, accessible, and readable; Comic strips communicate using two major media words and images because comic strips’ expressive potential lies in skillfully employing words and images together. Liu (2004) in his article talked about the role of comic strips on ESL learners’ reading comprehension .He has two different students’ levels of proficiency (low & high) with and without a comic strip. This study suggests that the reading comprehension of the low-level students was greatly facilitated when the comic strip repeated the information presented in the text. He noted that the effect of comic strips on reading comprehension largely depends on the quality of the repetition effect.

The study's results also imply that the advantage of providing comic strips with reading text diminishes when the student has difficulty comprehending the text. After analyzing the results, it was said that low-level students receiving the high-level text with the comic strip scored significantly higher than their counterparts receiving the high-level text only.

This is the reason why the researcher is interested in taking up the title of the research, because comic gives a new enjoyable atmosphere when they are learning in class.

2.7 Previous Study

In Bahman Gorjian, Abadan Branch research , "Using Comic Strip Stories to Teach Vocabulary in Intensive Reading Comprehension Courses" bahman observed of comic strip in teaching vocabulary in reading comprehension. The method of bahman experimental research. Bahman suggests that Reading comprehension is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. So bahman using comic strip because Comics can teach students to infer meaning from the visual first, because the comic does not have many words so the teacher wants to develop the words of students through the comic. The subject of Bahman research is students level EFL learners in Islamic Abadan University majoring in English Language Translation. They are male and female and with the age ranging between 18 to 46 years old but in this thesis the teacher as subject who already decide use comic strip is students in 8 graders. They were selected based on non-random judgment sampling in two intact classes. One class was assigned to an experimental group and the second class a control group but in this thesis the researcher only using 1 class. Although bahman used comic strip in teaching vocabulary he not using strategy to applied. in giving comic bahman gives the same story in each student so the words that need to be developed only slightly.

Second journal In maharani research, "THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT) TO IMPROVE VOCABULARY MASTERY OF THE FIFTH GRADE STUDENTS AT SD N KARANGGEDE IN THE ACADEMIC YEAR OF 2012/2013" the research was about improved vocabulary through numbered heads together. This research was pre experimental design research. She took one class and the data were collected through pretest and posttest. The result of the research is showed that the students got vocabulary achievement and the data was analysis by SPSS software. But in this research the researcher didn't have any media to apply this strategy the researcher although maharani used NHT strategy to improving vocabulary she not give any media or book to apply it.

In mentari research, “THE USE OF NUMBERED HEAD TOGETHER METHOD TO IMPROVE STUDENTS’ READING SKILL FOR TEN GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) IN THE ACADEMIC YEAR 2015/2016” mentari research about reading comprehension using NHT strategy. The methodology of this research classroom action research (CAR). Although the researcher using NHT strategy, there are many differences with this research. Fisrt the variable and the second is methodology of this research