

CHAPTER I

INTRODUCTION

This chapter discusses seven main parts of this research: background, research question, research purposes, research significances, rationale, and previous researches.

A. RESEARCH BACKGROUND

Learning vocabulary is an essential thing for learners who want to be successful in learning a foreign language. Based on Schmitt and McCarthy (1997), one of the keys to learn a foreign language is vocabulary, a good learning of vocabulary can be a strong foundation in building English communicate skill. As mentioned by Richards and Renandya (2005), vocabulary is a core component of listening, speaking, reading and writing. It means students who have less vocabulary mastery will get challenged in understanding the new knowledge from the learning process. Moreover, someone's vocabulary mastery gives a big influence on his/her communication. As emphasized by Brown (2001) in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. It means the vocabulary plays an active role and influences of people's communication fluency.

In TESOL/TEFL, learners' vocabulary insufficiency becomes a significant obstacle. One of the problems is in the Indonesian context among Indonesian students. Based on researcher observation during teaching practicum in one of the junior high schools in Indonesia, some facts indicate that students have limited vocabulary. First, students difficulty to memorize the vocabular and students lazily were to open their dictionary when they do not know the meaning. The problems above are supported by Kweldju, (2004) and Priyono(2004), students' limited vocabulary has been the main problem for students in learning English in the EFL

context. All the obstacles and problems faced by some teachers may have something to do with how the teacher teaching vocabulary.

The use of digital technology is an action which can be taken by an English teacher to improve her/his students' learning. The digital comic platform, like webtoon, is a good option, which can be used in teaching vocabulary. It catches from the characteristics of platform webtoon. The research chooses digital comic webtoon platform as one of the media in this study. Webtoon is a new platform that can be used to develop student vocabulary skills by using words and interesting pictures. Moreover, Webtoon is brought up as an example of online materials which seem to catch on among the millennials but also poses long-term consequences for their reading habit, Djiwandono (2018). According to Maldonado & Yuan (2011), the researchers have proved the critical relationships between words and pictures for meaning-making. Students will feel motivated to read a text that completed by a picture. Besides, it will make it easier for students to get the meaning of the vocabulary by looking at the picture.

Several previous kinds of research discuss the potential of digital comic teaching and learning process. The previous research of this study was analyzing the Digital comic for learning a foreign language and improving students' grammar and vocabulary. Cabrera, Castillo, González, Quiñónez, and Ochoa, (2018) the studies examined about the use of Pixton as one of the digital comic for enhancing grammar and vocabulary teaching in a public high school in the South region of Ecuador. Also, some researchers analyzed the use of webtoon and students' writing ability Yunus, Salehi, & Embi, (2012) who conducted a study entitled, "Effect of Using Digital Comics to Improve ESL writing." Her study analyzed whether or not the use of Digital Comic could improve the students writing ability in the classroom.

Meanwhile, this present research is to use the blended learning system and its different from the previous ones. This research focuses on observing the teacher in implementing digital comic in junior high school and also investigating the students' responses in teaching-learning process using digital comic in learning vocabulary.

Finally, the title of this research is “THE IMPLEMENTATION OF DIGITAL COMIC FOR TEACHING VOCABULARY.”

B. RESEARCH QUESTIONS

The formulations of the problems in this research are as follows:

1. How is the process of teaching vocabulary by using digital comic ?
2. How is the students' responses of teaching vocabulary using digital comic?

C. RESEARCH OBJECTIVE

Based on the research questions above, this study is aimed at obtaining two following objectives:

1. To observe the process of teaching vocabulary by using digital comic
2. To find out students' responses of teaching vocabulary using digital comic

D. SIGNIFICANT RESEARCH

The result of this study will hopefully be useful for English teachers in teaching vocabulary using visual aids such as digital comic. By conducting this research, the researcher might be given a useful contribution to English teaching, especially for:

1. Students

It can motivate and improve students vocabulary mastery.

2. Teachers

It can give information that digital comic might help the students to learn vocabulary, and this study is also expected to inspire the teachers to be creative in selecting the appropriate material to engage the student's vocabulary mastery.

E. RATIONALE

Learning vocabulary is ahead of learning a foreign language; mastering vocabulary is accentuated when people want to start learning foreign language and doing verbal communication. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook, Hornby, Ashby, and Wehmeier, (2005). Therefore, the vocabulary is a collection of words that have meaning and understood by people; when someone wants to make a sentence or express their feeling definitely needs a vocabulary.

In teaching vocabulary, the use of media is needed to improve students' ability to learn a foreign language. Various media can be used while teaching; one of the media learning is a digital comic, digital comic is a comic strip that is connected to the internet network. According to Csabay (2006), comics are authentic and using authentic material is very important in language teaching and learning. In the comic, there is a story that uses pictures that can make students easier to know the meaning of the vocabulary, furthermore, by using comic as authentic material students can feel the real atmosphere of learning.

Teaching using visual helps students understand the contents and helps students for learning vocabulary. So that According to (Csabay, 2006) the students can follow the storyline step by step and can recall its structure more easily because logic helps them, and they do not have to rely only on memory. Moreover, Teaching with visual has several benefits as mentioned by Researchers (e.g., Levie & Lentz, 1982; Levin, Anglin, & Carney, 1987) in Liu (2004) stated that visuals repeat the text's content or substantially overlap with the text, visual enhance the text's coherence, visuals provide the reader with more concrete information, visuals target critical information in the text and recode it in a more memorable form, and visuals are used for their aesthetic properties or to spark.

According to Raulan & Fatimah (2018), There are three things that make Webtoon is more preferable than other digital comic platforms. The first thing is that

Webtoon publishes a comic on a long vertical strip in order to make it easier to be read while other digital comic platform presents comic on multiple pages. The second thing is Webtoon is displayed in color rather than black and white since the offline comic is usually published in black and white. The last thing is Webtoon has more gutter space, a space between the panels of the comic, than other usual comic. According to Raulan & Fatimah (2018), there are Advantages and Disadvantages of Using Webtoon in Teaching. This medium is conducive because it spurs students' interest in the learning process. Another advantage is students will be able to generate their idea, and that idea will evolve with the help of new vocabularies. The first disadvantage is in its application; the use of Webtoon takes up extra time that only can be done outside lesson time. This activity also needs regular monitoring by the teacher. Another disadvantage is using Webtoon in the learning and teaching process needs a set of complete ICT tools such as a laptop, projector, white screen, Smartphone, and internet connection that not every school can provide. Students and teacher need to provide the media long before the lesson time is begun for lesson time can be used effectively.

F. PREVIOUS RESEARCH

There are some previous studies about teaching and learning vocabulary using digital comic, The first presented research was conducted by Cabrera, Castillo, González, Quiñónez, and Ochoa, (2018) the studies examined about the use of Pixton as one of digital comic for enhancing grammar and vocabulary teaching in a public high school in the South region of Ecuador. this study was obtained by gathering information from pre and post questionnaires, pre and post-tests, and observation sheets. The result of this research is that students are enjoying the learning process; besides that, the use of digital comic pixton has increased the vocabulary score and student grammar.

The second research was conducted by Maldonado & Yuan (2011) studied the use of digital comics as an alternative pathway to literary composition. This research describes using digital comics in teaching writing and reading. The use of digital comic creation enhancing student writing abilities. Besides, students are accessible to revised their comic, choose characters with different facial expressions, body gestures, and backgrounds.

The last research is conducted by, Yunus, Salehi, & Embi, (2012) who conducted a study entitled, Effect of Using Digital Comics to Improve ESL writing." Her study analyzed whether or not the use of Digital Comic could improve the students writing ability in the classroom. In this study, these results confirmed that the use of Digital Comic could be used as a writing material to help the students. Besides, the result of this study showed that using Digital Comic is essential because it can help low achieving ESL learners in their writing. the second and the last research are different from the current research, there are maintains to enhance writing skills while this research is to find out students' ability in vocabulary.

This research is different from previous research. The previous research only focuses on vocabulary and grammar achievement using digital comic and the implementation using digital comic in learning foreign language. This research tries to find out the respons and the process of learning vocabulary using digital comic.



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