

CHAPTER I

INTRODUCTION

This chapter focuses on the description of the whole research process. It contains the research background, research questions, research purposes, research significance, research framework, limitation of the research, and previous research.

A. Background

Vocabulary is a fundamental skill that must be mastered by EFL (English Foreign Language) learners. The ability of vocabulary will facilitate EFL learners when learning the English language. According to Cameron (2001: 22) Vocabulary is a science that has an important role for students in mastering language. Vocabulary mastery helps EFL learners in mastering a language such as listening, speaking, reading, and writing. However, one of the problems faced by EFL learners is the lack of ability in vocabulary. Therefore, research on vocabulary must continue to be developed.

Limited interview with an English teacher at SMPN 02 Gununghalu West Bandung West Java states that the problem faced by most of the students in learning English is the lack of vocabulary. From the teacher's observation, it is caused by some factors. First, most students have less interest in learning English. The teacher states that only 35% of students are interested in learning English and it affects students' English scores. Second, students do not study with an English teacher in elementary school so that they do not learn basic English vocabulary. Usually, there are no English teachers in elementary schools, they are replaced by teachers who do not have basic English teaching. The teacher states that the problem can be seen from students who do not understand English questions given by the teacher and students do not understand when the teacher using the full English language in the class. As in Herlini's research (2017) which states that the problem faced by students at SMPN 02 Bangkayang Pontianak is that English is not taught in Elementary School. English was first introduced in Junior High school, so students'

vocabulary was very limited. Besides, this research found that the problem faced was not just the abilities of students but rather the students' interest in English subjects.

Furthermore, based on the interview, the teacher said that English subjects were considered difficult subjects for students. Lack of vocabulary is one of the factors students do not understand the learning context. Besides, the lack of vocabulary makes them less interested in learning English. Students' interest in learning English must be considered. The use of unique and different media is one way for students to be interested in learning. Digital story media is media that can be used to increase students' interest in learning languages. The research by Mutalib said, Aziz and Shafiei (2011: 8) found that digital stories are entertaining reading material that makes students feel happy when reading.

There are some researches about the digital story or digital comic and webtoon. First, research by Wulandari, Lestari, and Utami (2019) indicates that the students are more interested and get the motivation by using webtoon in learning vocabulary in the class. Second, research by Susilawati (2017) shows that the digital comic has been proven as an effective media to improve students' writing ability in writing narrative text. However, this research is different from previous research in which the previous research focuses on investigating the effect of using webtoon in learning vocabulary and using the digital comic as a media to improve students' writing skill while this research focuses on investigating the students' responses in learning vocabulary through digital "Slice of Life" story webtoon at SMPN 02 Gununghalu West Bandung West Java.

This research aims to investigate the students' responses in learning vocabulary through digital "Slice of Life" story webtoon at SMPN 02 Gununghalu West Bandung West Java Indonesia. This research is important to evaluate the quality of teaching vocabulary using media. Therefore, using digital story webtoon could be an interesting media in vocabulary learning.

B. Research Questions

There are several research questions regarding the problem mentioned in the background. The research questions are:

1. How is students' vocabulary mastery in learning vocabulary through digital “slice of life” story webtoon?
2. How is students’ responses in learning vocabulary through digital “slice of life” story webtoon?

C. Research Purposes

Based on the research questions above, the purposes of the research are:

1. To find out the students’ vocabulary mastery in learning vocabulary through digital “slice of life” story webtoon.
2. To find out the students’ responses in learning vocabulary through digital “slice of life” story webtoon

D. Research Significances

This research is expected to become source information for English teachers to improve students' vocabulary mastery by using the digital slice of life story webtoon as interesting media to students. This research is also expected could improve awareness of English teachers that vocabulary is an important basic skill in the mastery of a language. Practically, this research gives significance to

1. Students

This research is expected could help students to improve their vocabulary mastery. The vocabulary mastery help students in mastering a language and help their communication.

2. Teachers

This research is expected could help the English teacher to improve the quality of teaching by using media. Using interesting medial will be the best strategy to improve students' interest in teaching-learning proses especially English learning.

Theoretically, this research is expected to become beneficial information for English teachers to improve students' vocabulary mastery by using digital story webtoon as interesting media to students.

E. Research Framework

Vocabulary is a knowledge area in the language used as an important tool by EFL students because less of vocabulary will impede their ability in communication. (Alqahtani 2015, 22). Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) agree that the acquisition of vocabulary is an important aspect to support the EFL' students acquisition in language use, moreover, the acquisition of vocabulary also help EFL' students in the development of language skill (listening, speaking, reading and writing) (Alqahtani 2015). When English foreign languages want to produce a language, the first thing should have is a collection of words so that with a collection of words they can arrange sentences and then produce language. Wilkins (1972) (cited on Alqahtani 2015) said that arranging grammatical sentences has no meaningful value compared to composing sentences that can be understood, without grammatical, there will be little meaning of a language conveyed but without vocabulary, nothing can be conveyed.

Besides, vocabulary mastery has an important role in mastering a language. Maximo (2000) (cited on Susanto 2017) states there are many reasons why vocabulary skills must be considered. First, a large vocabulary is essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem". Students who have a low vocabulary size will affect every aspect of the language. Therefore, depth understanding of how teaching vocabulary for English learners must be considered and research on how to teach vocabulary must also continue to be developed (Susanto, 2017).

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Some research shows that teaching vocabulary is problematic because the teachers are not too confident with their teaching strategy in vocabulary learning. The teacher should find out the best strategy or technique that can be applied to the students in the English learning process. Both teachers and students agree that the acquisition of vocabulary is a central factor in teaching language. The knowledge of vocabulary and language use is complementary to each other where knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge (Alqahtani 2015).

Therefore, the teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006). There are several techniques or strategies in vocabulary teaching. The followings are some techniques of teaching vocabulary as proposed by some experts. 1) Teaching vocabulary using Objects 2). Teaching vocabulary by drilling, spelling, and active involvement 3) Teaching vocabulary using drawing and picture 4) Teaching vocabulary using mime, expressions, and gestures 5) Teaching vocabulary using enumeration and contrast 6) Teaching vocabulary through guessing from Context (Susanto, 2017).

On the other hand, the use of technology in teaching makes students more enjoy the learning process and it gives motivates and facilitates the students in learning English. One of the examples of technology usage in teaching is digital storytelling. Mutalib, Aziz, and Shaffiei (2011) found that digital storytelling is entertaining reading material that makes students feel fun. Entertaining and fun are different in meaning where entertaining refers to anything that engages people. In contrast, fun is something associated with laugh, happiness, and excitement (Anggeraini and Afifah 2017).

Digital Storytelling is the practice of using computer-based tools to tell stories (Hamdy, 2017). Most digital stories focus on a specific topic and contain a special point of view. Digital stories usually contain some mixture of computer-

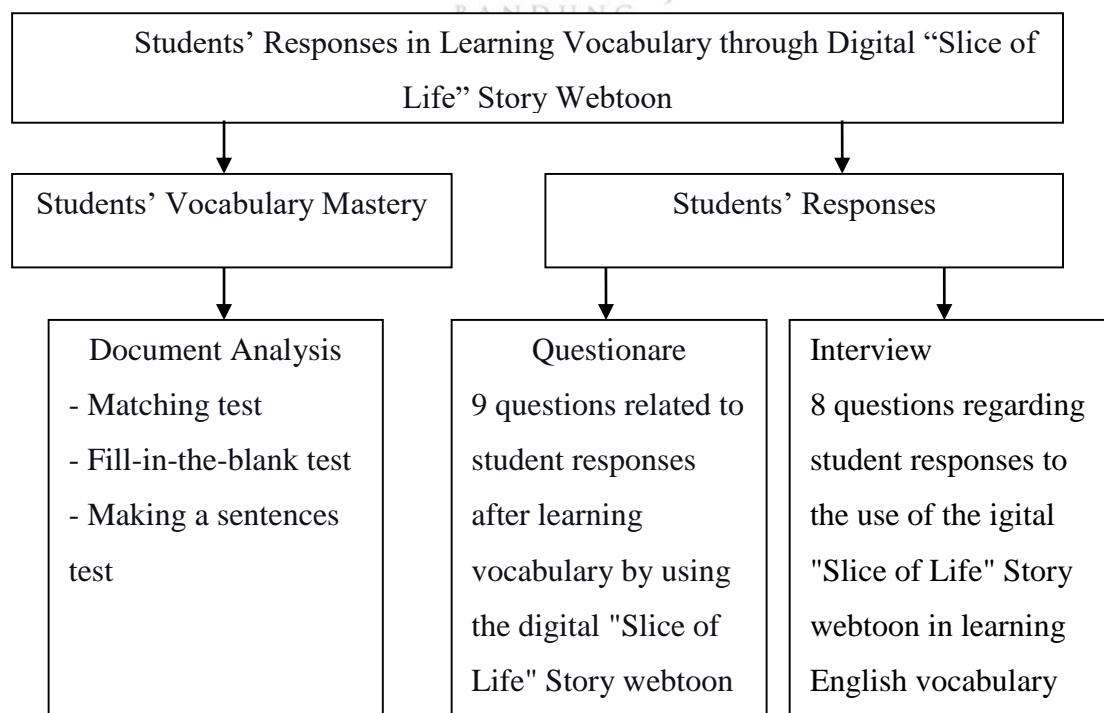
based images, text, recorded audio narration, video clips, and or music. (Setyaningsih n.d.)

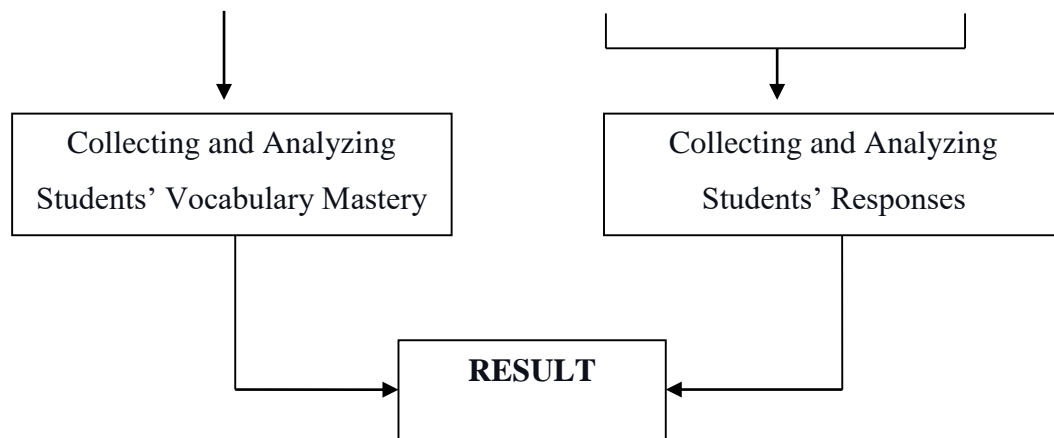
Furthermore, the digital comic is one of the teaching media which technology-based used in teaching English learners. This technology-based digital comic can be accessed easily with a computer or smartphone with internet connection. The research by Susilawati (2017) shows the use of digital comic helping senior high school students to write narrative text.

Webtoon is a type of digital comics or digital story that originated in South Korea. Webtoon is a digital story application that can be installed by smartphones or computers. There are some genres of stories in the webtoon such as romantic, drama, thriller, and so on. Webtoon also provides what language features will be used. This webtoon application can be used as a medium or a tool for learning English considering there are English features in the webtoon

There are 3 important aspects of vocabulary. First, the form, based on Nation (2001) states the form consists of pronunciation, spelling, and word parts such as prefix, root, and suffix. second, the meaning is what of the word refers to. Last, as Nation noted that use is a grammatical function of words or phrases.

Table 1.1 Schema of the Research





F. Limitation of the Research

This research focuses on student responses in vocabulary learning through the digital "Slice of Life" story webtoon at SMPN 02 Gununghalu West Bandung. This research is conducted to find out how students' vocabulary mastery in vocabulary learning through digital "Slice of Life" story webtoon. Besides, this research is conducted to find out how students' responses in vocabulary learning through the digital "Slice of Life" webtoon. This research is conducted by document analysis, interviews and questionnaire. The document analysis is used to find out students' vocabulary mastery after reading the digital "Slice of Life" story webtoon. Furthermore, questionnaire and interview are used to find out students' responses in learning vocabulary through digital "Slice of Life" story webtoon.

G. Previous Research

Related to the research theme, some previous researchers discuss the use of digital comics webtoon as a tool for learning English such as the research by Wulandari, Lestari and Utami (2019), Ratnasari, Mayasari, and Wijaya (2018), Suwastomo(2016), Zahra (2016) and Hastari (2019). First, Wulandari, Lestari, and Utami (2019) who conducted the research entitled "The Effectiveness of webtoon for EFL Students in Mastering Vocabulary". The research aims to investigate whether using webtoon affects students' interest in learning vocabulary. The

method of the research uses a qualitative design using a questionnaire instrument to collect the data from the fourth semester of English Department at Tidar University. The result of the research indicates that the students are more interested and get motivation by using webtoon in learning vocabulary in the class.

Second, Ratnasari, Mayasari, and Wijaya (2018) who researched with the title "The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Grader in SMK PGRI 13 Surabaya". The purpose of this research is to find out the effectiveness of webtoon in developing students' writing skills in narrative text. The research uses the quantitative method and for collecting the data this research uses pre-test, post-test, and questionnaire. The result of this research shows that mostly the students agreed that webtoon is useful media in learning English especially in writing skills and webtoon is effective media to develop students' writing skills in narrative text.

Third, Suwastomo (2016) who discussed the research entitled "Teaching Using Comic as A Media to Improve Student's Vocabulary Mastery at Tenth Grade of SMAN 1 Muntok". The main purpose of the research is to investigate the implementation of comics as media in improving student's vocabulary mastery and to know whether using comics as media affect student's vocabulary mastery. The research method used in this research is a quantitative approach with a quasi-experimental design. The result of this research shows that using comic as media of learning English influences student's vocabulary achievement, there is a significant difference in vocabulary achievement before and after using Comic as a Media. Therefore, Comic as a Media is one strategy that can influence students' vocabulary achievement.

Four, the research by Zahra (2016) with the title "The Effect of English Comics on the Students' Vocabulary Achievement at Second Year Students of SMP Negeri 10 Kendari". This research aims to investigate whether there was a significant effect of English comics on students' vocabulary achievement at SMP Negeri 10 Kendari. This research uses a quantitative method with a quasi-

experimental design. There are Experiment group and Control group and instrument that used is a vocabulary test. The result shows the use of English comics has increased the students' vocabulary achievement. The effect of English comics can increase students' vocabulary achievement at second-year students of SMPN 10 Kendari.

From some previous researches above, there are differences from this research. Previous researches focus on investigating the effect of using general webtoon in learning vocabulary using qualitative method and using the digital comic as a media to improve students' writing skill while this research focuses on investigating the students' responses in learning vocabulary through digital "slice of life" story webtoon at SMPN 02 Gununghalu West Bandung West Java.

