CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Vocabulary

Vocabulary being a crucial thing in learning foreign language. Because in fact, vocabulary is such an essential important part of language ability in mastering other language. By mastering vocabulary, people can improve their skills whether in speaking, listening, writing even reading. Mastering vocabulary will help people in their daily life. Such as communicate with others. Especially for the students. Mastering vocabulary will improve their skills especially in studying foreign language.

a. The Definition of Vocabulary

The terms of vocabulary might sound familiar because vocabulary plays important role in daily conversation. There are many definitions about vocabulary that carried out by experts. Many experts may give different definition about vocabulary regarding different point of view. Mofareh Alqahtani defined vocabulary as the words people need to know in order to speak and listen clearly (the expressive and receptive vocabulary)[1]. Besides that, Zamzam defines the term vocabulary refers to students' comprehension of written and spoken language. This comprehension calls a conceptual vocabulary that goes much beyond rudimentary dictionary definitions[2].

While Iman Alizadeh describe vocabulary as a term that can refer to words that are used in reading, writing, listening, and other oral activities. It can also refer to words that are used in print[3]. Fathul Munir defines vocabulary as an intimately interrelated in grammar. In fact, it is possible to divide the lexical system of most language into grammatical

---

[1] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/TE.2015.3.3.002>.

[2] Zamzam Emhemmad Mari Al-Dersi, 'The Use of Short-Stories for Developing Vocabulary of EFL Learners', *Translation Studies*, 1.1 (2013), 16. ISSN: 2308-5460

[3] Iman Alizadeh, 'Vocabulary Teaching Techniques: A Review of Common Practices', *International Journal of Research in English Education*, 1.1 (2016), 9.

word[4]. Also according to Hornby as cited by Patahuddin assume that the total amount of words in a language, all the terms a person is familiar with or uses in a given book, subject, etc., and a list of words along with their definitions make up vocabulary[5].

Based on the definitions above, vocabulary can be defined into an understanding couple of words or more to communicate with others that cover speaking, writing, reading and listening. It is almost impossible to learn a language without words and vocabulary. Because someone who has more vocabulary will tend to be easier to get information than those who have low vocabulary. In line wit this, without mastering vocabulary, the students would neither be able to master four language skills, nor to learn English.

Vocabulary will always play a part in learning a new language. Students who have a strong vocabulary will be better able to master English and its four main skills, which include speaking, writing, reading, and listening. Because the importance of learning vocabulary also plays a significant role in one's acquisition of a second language and linguistic proficiency, it can have an impact on how well students communicate, listen to others, read, and write. In other words, vocabulary is the primary component of language skills that forms the foundation for how children use the language. It also influences the kinds of methods and strategies that students and teachers employ to comprehend, use, and retain words. However, the research on vocabulary in recent years has managed to explain the level of learning vocabulary needed by students to process a variety of oral and written texts, also the kind of strategies and media used by the students and teachers in understanding, using, and remembering the words.

b. **Types of Vocabulary**

Apart from understanding the definition of vocabulary, students also need to know about the types of

---

[4] Fathul Munir, 'The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students', *Journal of English Language Teaching and Linguistics*, 1.1 (2016), 13 <https://doi.org/10.21462/jeltl.v1i1.20>.

[5] Patahuddin and others, 'Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary', International Journal of English Linguistics; Vol. 7, No. 4;2017, ISSN 1923-869X, E-ISSN 1923-8703 <http://doi.org/10.5539/ijel.v7n4p128>

vocabulary. Because, the words that students need to master and use can come in spoken form as used in listening and speaking or can come in printed form like the words we recognize and use in reading and writing. Zamzam stated that the words that EFL learners need to master and use come in two forms: oral and print[6]. Oral vocabulary includes those words that we recognize and use in listening and speaking whereas print vocabulary includes those words that we recognize and use in reading and writing.

Furthermore, Mofareh take a note from Hatch and Brown that stated vocabulary also comes in two forms:

1) Receptive

Words that students can recognize and comprehend when they are spoken in context are referred to as receptive vocabulary. The language that pupils recognize when they read a text or come across it, but they do not utilize it when they talk or write.

2) Productive

Words that students can pronounce correctly, understand, and use effectively in speaking and writing are known as productive vocabulary. Receptive vocabulary requirements as well as the capacity to speak or write at the proper time are included. Because children may create the words to communicate their ideas to others, productive vocabulary can be addressed as an active activity[7].

So, the two types of vocabulary above are closely related to students' vocabulary mastery. Because the two vocabularies above are equally needed by students in their learning process. So, receptive vocabulary is usually found by students when they are reading or listening. Because this type of vocabulary is only limited to the vocabulary that students recognize. However, for productive vocabulary, students can say it and write it down. And this is an important part that must be mastered by the students in

---

[6] Zamzam Emhemmad Mari Al-Dersi, 'The Use of Short-Stories for Developing Vocabulary of EFL Learners', International Journalof English Language and Translation Studies, 1.1 (2015), 16. ISSN: 2308-5460

[7] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/TE.2015.3.3.002>.

conveying ideas or the contents of their heads or just to communicate with other people.

Besides that, Norhayuza Mohamad cited from Data Works Educational Research explains the types of vocabulary as follows:

1) Academic vocabulary.

Academic vocabulary is language that is frequently used in educational or scholarly texts. It appears in books on a number of topics and is not specific to one area of study.

2) Content vocabulary.

Content vocabulary is terminology that is unique to a certain subject or field and is hardly ever found in other contexts.

3) Support vocabulary.

The additional words that students must know in order to comprehend a sentence or phrase used in a lesson are known as support vocabulary[8].

So, in this type of vocabulary, it refers more to the vocabulary that students often use to learn because it is more directed to the vocabulary in textbooks. So, for example in an English book there is an academic vocabulary that cannot be understood with the academic vocabulary, then a content vocabulary is needed to explain the academic vocabulary. Then, if only with the content vocabulary is not clear enough, for more details, supporting vocabulary is needed so that the book is easier for students to learn.

c. **Vocabulary Mastery**

One of the elements which learners need in order to be able to function in a second language is vocabulary. It has always been an essential element of language teaching, and after long period of relative neglect, it is now widely recognized as such. Learning vocabulary is likely to be one the biggest challenges that students will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging.

---

[8] Norhayuza Mohamad and others, 'Receptive and Productive Arabic Academic Vocabulary Mastery: A Study of Students in Malaysian Public Universities', *International Journal of Asian Social Science*, 11.3 (2021), 154–67 <https://doi.org/10.18488/journal.1.2021.113.154.167>.

Vocabulary knowledge is essential to students' academic success. If students do not understand the meaning of the words in the text, they will have difficulty understanding the content. Lesnasari & Rofiq cited from Hiebert and Kamil, explaining that passive vocabulary refers to the capacity to recognize the form and meaning of words, whereas vocabulary mastery is the capacity to express the meaning of words, patterns with information. This clarifies that vocabulary mastery is the capacity to express the meaning of words, and word pattern formation[9].

So, students who are able to master vocabulary will find it easier to understand and make word sequences. This shows that it is important to master vocabulary for students, especially English vocabulary. Because vocabulary mastery has a very important role in improving students' english speaking skills. Someone with high vocabulary mastery will have high english speaking ability when compared to students who have low vocabulary mastery.

Dewi stated that students who have mastered vocabulary are familiar with the meanings of words as well as their spoken and written forms, grammar rules, word origins, collocations, register (both oral and written), connotation (or associations), and frequency (number of times a word appears)[10]. It means that in mastering vocabulary, there are others factors that are mastered too. Such as mentioned above, if the students master the vocabulary, the students also know the meaning of the word, the students will be easy to write the vocabulary, also know how to pronounce the vocabulary. The students also know the grammatical forms of the vocabulary.

2. Idiomatic Expressions

Idiomatic expressions are part of every language because all languages have idioms and are full of them. Native speakers tend to use idiomatic expressions spontaneously without thinking of the figurative meaning. So, this is a normal thing that non-native

---

[9] Lesnasari Dalimunthe and Rofiq Noorman Haryadi, 'The Effect of Learning Methods and Vocabulary Mastery on English Speaking Ability', *Lingua Educationist: International Journal of Language Education*, 1.1 (2022), 1–7 <https://doi.org/10.54099/le.v1i1.58>.

[10] Dewi Nur Asyiah, 'The Vocabulary Teaching and Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery', Journal of Bahasa Lingua Scientia, Vol.9, No.2 November 2017 <https://dx.doi.org/10.21274/Is.2017.9.2.293-318>

speakers do not understand what the native speakers saying because they do not understand about idiomatic expressions.

a. The Definition of Idiomatic Expressions

The word of idiom might sound familiar. In English language, idiomatic expressions are spontaneously used by native speakers daily. It is an essential part of the English language lexicon and vocabulary. Non-native speakers of English should get accustomed to using these expressions. According to Rana, defines idioms are permanent terms in language that are frequently used figuratively and have arbitrary meanings. Additionally, according to Rana, an expression is considered an idiom if its meanings cannot be deduced from the meanings of the words that make up it.[11]. According to Ifill as cited by Maha a fixed expression known as an idiom cannot be understood by combining the meanings of its individual parts[12].

Based on the definitions above, idiomatic expressions are expressions that have their own meaning and cannot be interpreted word for word. Therefore, an idiom can be said to be a unique expression contained in a language. And idioms are expressions that are most often used by native speakers and the most difficult for non-native speakers to learn.

b. Types of Idiomatic Expressions

Furthermore, according to McCarthy and O'Dell as cited by Yunie and Rusmiati, the classified of idioms based on its form resulted in seven types of idioms:

1) Verb + object or complement or adverbial. Ex: carry two faces under one hood.
2) Prepositional phrase. Ex: unlike many others.
3) Compound. Ex: A chicken in every pot.
4) Simile (as + adjective + as, or like + noun). Ex: a face like a mask, as white as snow.
5) Binomial (word + and + word). Ex: odds and ends, wear and tear.
6) Trinomial (word + word + and + word). Ex: gold, silver, and bronze. Small, medium, and large.

---

[11] Abid Thyab Rana, 'The Necessity of Idiomatic Expressions to English Language Learners', *International Journal of English and Literature*, 7.7 (2016), 106–11 <https://doi.org/10.5897/IJEL2016.0895>.

[12] Maha H. Alhaysony, 'Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students', *International Journal of English Linguistics*, 7.3 (2017), 70 <https://doi.org/10.5539/ijel.v7n3p70>.

14

7) Clause or sentence. Ex: without further ado[13].

Based on the idiom classification, the writer takes one type of idiom type, the idiom type based on the form that has been discussed above. There are 7 forms that are explained as well as examples that can be used as a reference. The first might be understood what Verb + Complement is, then the Prepositional Phrase –a phrase which is begins with prepositions that can show the place, time, or condition. Then there is Simile. As we know that Simile is a form that is used as a parable. Then there are binomial and trinomial which means that is a similar construction of words formed from two nouns or three words. For example, it can be seen in the explanation of the types of idioms above.

c. **Characteristic of Idioms**

The characteristic of idioms plays a vital role on both native and non-native interpretation. It is a must for an idiom that have any characteristics that make the idiom become difference from another sentence. According to Emilija, based on the definitions that have explained above are plentiful. Idiomatic expressions therefore share two common traits. First of all, idiomatic expressions have a set word order, indicating that they are acceptable statements in social contexts. The second is that you cannot determine an idiom's meaning from the individual words that make it up[14].

Based on Chaer as cited by Novira, there are two categories based on closeness in structuring the meaning. There are pure idioms and half idioms. The pure idioms that are idioms in which the elements to construct idioms have lost the lexical meaning, and become non-literal. Semi idioms are the idioms in which the elements to construct idiom still have literal meaning in a part of the elements constructing the idioms[15].

---

[13] Yunie Amalia Rakhmyta and Rusmiati, 'EFL Learners' Production Of Idiomatic Expressions In Speaking', *Jurnal As-Salam*, 4.2 (2020), 379–90 <https://doi.org/10.37249/as-salam.v4i2.186>.

[14] Emilija Funtek, Thesis: '*Idiomatic Comprehension in English as a Second Language'* Kroatia: University of Rijeka, 2015, p.28.

[15] Novira Anggraini, Thesis: '*An Analysis of Idiomatic Expressions in The Indonesian Subtitle of The Movie The Parent Trap'* , Medan: University of Muhammadiyah Sumatera Utara, 2018, p.12

Pure idioms have elements that form them into a unified meaning. Each element has lost its basic meaning, so there is only the overall meaning of the idiom form. Whereas half idioms mean that there are elements of the unity of the form that are still in their lexical meaning. So, the basic meaning of the half idiom is still there.

By the various definitions of idiom that has been explained Nurakhir has listed the characteristic of idiom and divided it into five as cited by Fitria Awaliyah. There are:
1) Idioms consist of two or more words.
2) The meaning of idiom is not obvious through knowledge of the individual meanings of the constituent words.
3) The meaning of idioms cannot be predicted from their individual words.
4) Idioms depart from the normal pattern of a language.
5) Idioms are fixed expressions, through this fixation is in some cases relative[16].

Based on the characteristic above, an idiom can be called idiomatic expressions if the expressions have at least two words or even more, and then the meaning of idiom cannot be predicted from individual meaning of knowledge. Not only that, the idiomatic expressions cannot be translated word by word because if the idiomatic expressions are translated like that, the meaning would be weird and different. The next that idiom is different from normal pattern of a language, it means that the grammatical structure and the way of translating idiom is different from the other pattern of language. And the last is idiom are fixed expressions that cannot be changed. But, there are some idioms that can be changed such as changing the subject and adjusting the tenses.

3. **Comic Strips**

A learner has their visual modality of learning such as visual, aural, read or write, or even combination of all the modality. A good teaching and learning have good process that make the students feel confidence and comfortable to learn. Comic strips are examples of multimodal texts that combine words and pictures for representing a story.

---

[16] Fitria Awaliyah, Thesis: '*Form and Meaning of The Idiomatic Expressions Found in The Movie Script of Diary of a Wimpy Kid*', Semarang: State University of Semarang, 2019, p.15

a. The Definition of Comic Strips

Comic strips have become part of the media in learning that are widely used by teachers from kindergarten to high school even in lectures. Applying creativity while teaching, however, can be challenging as we struggle with how to present target language or context to our learners in a stimulating and engaging manner. According to Sarma cited by Eka, comic is a medium to express ideas in images combined with text or visual information[17].

According to Smith cited by Yondrizal and Fitrawati stated that a comic strip in the form of a newspaper comic is called a comic strip. These comics make use of panels, which typically have a maximum of three or four and a minimum of one. The ensuing storylines are frequently intended to stand on their own, even though these strips may include the same cast of characters in each strip[18].

So, from the definitions above, it can be concluded that comic strips are a short story of a story that presented with pictures. Usually comic strips appear in magazines, newspaper, or even in a social media. Comic strips are different with comic books because comic strips usually present a short story while comic books present the complete story with the long period. Comic strips are also shorter and easier to use and have fewer panels so that comic strips are now not only used as learning media but also as a medium for channeling creativity.

b. Elements of Comic Strips

A creation cannot be separated from the elements or compositions that make up the creation itself. As well as comic strips, in comic strips there are several constituent elements so that comic strips can become a creation that we can see as it is now. Of course, the elements that make up comic strips and comic books are not much different. According to Poai as cited by Eka, aside from the pictures,

---

[17] Eka Anastasia Wijaya And Others, 'Comic Strips For Language Teaching: The Benefits And Challenges According To Recent Research', *Eternal (English, Teaching, Learning, And Research Journal)*, 7.1 (2021), 230 <https://doi.org/10.24252/Eternal.V71.2021.A16>.

[18] Yondrizal Maulana, 'Teaching Reading By Using Comic Strips To Improve Junior High School Students' Comprehension', 6.1 (2017), 8.

the elements of comic strips include panel, lettering, balloon, caption, and borders[19].

The panel is the most basic element in comic strips. A panel can be square, round, or triangular. The panel is the place where all the other elements are conveyed. The pictures display the characters' appearance, actions, and facial expressions, while the lettering is any text on comic strips page used to emphasize important words. Balloons are for the texts, usually include a pointing edge that connects the balloons to the characters speaking or thinking of the words written in the texts. Speech balloons are usually on straight-edged balloons, while the thought balloons are usually bubble-edged. Captions are used for narrations or transitional text. Borders are line that enclose panels, balloons, and captions.

On the other side, Fang Zhao stated some unique features of comic strips that make comic strips becomes different from the others. Refers to Fang Zhao, comics have at least three unique features. The first, comics are often displayed in panels, which are fragmentary, gap-riddled, multi-component form. Storyline is presented by the chosen moment and chosen frame. Second, words are used for communication between different characters inside thought or speech balloons which establish word-image unity and distinguish comics from other text-picture materials. Third, comic designers have developed their own expressions for sound words. Like boom, wasp, and others[20].

Parts of things that described above included into the comic strips elements. Such as panels. Because comic strips are displayed in panels which usually consist of at least two or more panels. Also the storyline. Usually, the storyline in comic strips are shorter than in comic books. In the second features, Fang Zhao and Nina Mahrt also mention thought or speech balloons which also included in the elements of comic strips. Because the characters in comic strips only speak

---

[19] Eka Anastasia Wijaya And Others, 'Comic Strips For Language Teaching: The Benefits And Challenges According To Recent Research', *Eternal (English, Teaching, Learning, And Research Journal)*, 7.1 (2021), 230 https://doi.org/10.24252/Eternal.V71.2021.A16
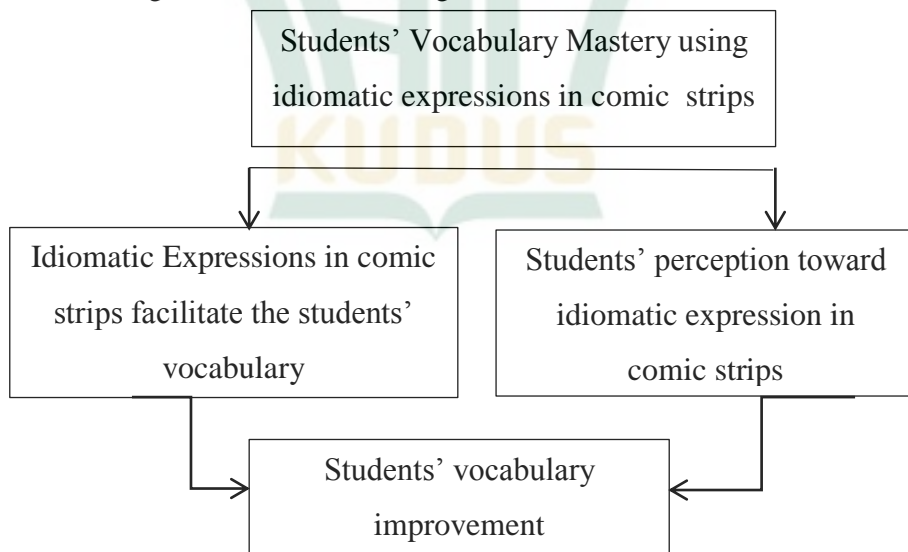
[20] Fang Zhao and Nina Mahrt, 'Influences of Comics Expertise and Comics Types in Comics Reading', 5.2 (2018), 8.

through the thought or speech balloons. And the last, there is the sound effects. Because comic strips cannot be heard, then there is a sound effect to make the image in comic more lively as if the reader can also hear the voice that heard by the characters in the comic strips.

B. Theoretical Framework

Vocabulary is a basic thing that must be mastered in learning a language. Especially for the students who are studying English. without vocabulary, students cannot master the four fundamental skills namely speaking, listening, writing and reading. In learning vocabulary, the students will find many expressions that arise from the vocabulary itself. One of them is an idiom. In order to get better understand the students' vocabulary, especially in idiom, there are many media that can be used to teach the students. One of the media is comic strips.

Mastering vocabulary through idiomatic expressions in comic strips will be focused on the implementation of idiomatic expressions in comic strips to improve and promote the students' vocabulary mastery. In uncovering this, the writer uses descriptive qualitative research methods to make it easier for the readers to understand in detail about developing students' vocabulary mastery by using idiomatic expressions that contained in comic strips in the twelfth grade of one of senior high schools in Indonesia.

```
┌──────────────────────────────────────┐
│   Students' Vocabulary Mastery using │
│   idiomatic expressions in comic strips │
└──────────────────────────────────────┘
```

| Idiomatic Expressions in comic strips facilitate the students' vocabulary | Students' perception toward idiomatic expression in comic strips |

```
┌──────────────────────────────┐
│   Students' vocabulary        │
│   improvement                 │
└──────────────────────────────┘
```

C. Review of Previous Studies

Previous research related to the tittle variable of this study are as follows:

1. A journal entitled "The Effect of Children's Comic Strips Stories on Beginner's English Vocabulary Retention". Written by Narges Ahmadi, Firooz Sadighi, and Bahman Gorjian. Journal of Applied Linguistics and Language Learning[21].

The impact of children's comic strip stories on unintentional vocabulary learning is the main topic of this study. 40 new students at Ahvaz's Zabansara Institute took part in this study. They were all female and between the ages of 5 and 7 years old. and separated the remaining 20 students into a control group (B) and the experimental group (A) of 20 students (B). The results of this study demonstrate that there was a distinction between group A's and group B's progress achievements. Group A has a minor advantage over group B. In light of this, it may be said that reading comic strips aloud rather than listening to them helps boost vocabulary understanding. Because reading comic strips rather than just hearing the narrative can have a greater impact on pupils' acquisition of incidental vocabulary. Along with the aforementioned disparities, group A and group B have made good progress and continue to make improvements. Using comic strip media, the pupils' vocabulary has grown, and they like the learning process.

Besides the different treatment, the students shows good progress. Because of there must difference result with different treatment. In this research, the difference is not that great apart from the fact that the control group is strongly affected by the experimental group. So that the students who received listening treatment of comic stories could catch up the vocabulary of the students who received reading treatment for comic stories.

The similarity of the research is in the media that is used, namely comic strips that have the same aim that is to improve the students vocabulary mastery. While the method and the treatment that the writer use are different. In this research, the writer use different treatment to the students, that are listening to the comic strips stories and using comic strips stories directly although it has almost the same result.

---

2. A journal entitled "Using Comics With Novice EFL Readers to Develop Reading Literacy". Written by Ivana Cimermanova. Science Direct[22].

    The use of authentic comics with EFL learners was the main focus of this study. With a focus on lexical context guessing, it is investigated how novice readers approach reading comics. This study makes use of descriptive qualitative. The following three methods were used to acquire the data throughout the course of the two-month treatment period: reading session observations, reading strategy interviews, and reading approach interviews.

    The findings demonstrate that each participant differs from the others. Most of them progress more quickly and get better results. The visual has a particular impact on the study process as well. One of the subjects made a substantial improvement that altered the comics' visuals. However, certain subjects are equally confused and hesitant to accept the unfamiliar vocabulary in the comic. The flaw in this study is that patients of various ages received the same care with various comics at various frequencies.

    Ivana Cimermanova's research is related with this research in the use of comic strips stories is able to increase vocabulary for students but in the research conducted by Ivana Cimermanova, the writer focused on vocabulary development in writing and only focused on textual context and interpretation between images and writing and make the students feel more confident in writing by understanding the picture that the teacher give.

3. A Thesis Entitled "The Students' and Teachers' Perception on The Use of Comic Strips Story in teaching Learning Grammar at Pongsamelung Study Club in Lamasi". Written by Irwan Ramli, Faculty of Tarbiyah and Teachers Training of State Islamic Institute of Palopo[23].

    The purpose of this study is to determine how students and teachers see the usage of comic strip stories in grammar instruction. Collecting qualitative data was used in this study.

---

[22] Ivana Cimermanová, 'Using Comics with Novice EFL Readers to Develop Reading Literacy', *Procedia - Social and Behavioral Sciences*, 174 (2015), 2452–59 <https://doi.org/10.1016/j.sbspro.2015.01.916>.

[23] Irwan Ramli, Thesis: *'The Students' and The Teachers' Perception on The Use of Comic Strip in Teaching Learning Grammar at Pongsamelung Study Club in Lamasi'* Palopo: State Islamic University of Palopo, 2021.

The writer used questionnaire to gather data. Excel software was used to gather, process, and tabulate the data. The outcomes were then categorized and examined. Data tabulation is a step in the scoring and tabulating process. The results of this study are presented in various tables that detail the questionnaire's results. Data from the questionnaire given to students and teachers were those presented in this study.

Different students have different perceptions. However, according to all of the questionnaires the writer provided, the majority of students support teaching tenses through the use of comic strips. For students who already have a stronger command of some vocabularies than the other pupils, this strategy offers a clear image that makes understanding tenses simple. Kids also become more conscientious, so using comic books to teach can help students in a classroom setting become more conductive. However, there is a gap that causes the pupils to become confused because comic strips are brief and cannot adequately explain complex language. In addition, the students have trouble understanding the language. So that the learning process does not have any effects on students.

Different teachers have different perspectives. The majority of educators responded that they firmly support teaching grammar through comic strips. According to the teachers, teaching tenses through animated cartoons is fun for the kids and increases their interest in the subject. Additionally, when the tenses are taught via animated cartoons, the kids grasp them better. However, from the perspective of the classroom, the environment is favorable because the kids are receptive to learning while using the comic strips. The questionnaire claims that many things can be taught through animated cartoons, but the teachers disagree. Because of this, pupils can study from comic book strips in addition to animated cartoons.

Irwan Ramli's research have the same media with this research which is use comic strips to teach the students. Because based on the Irwan Ramli's research, the students understand the better grammar with the method that used comic strips media than the usual method that the teacher used. The difference is only in the focus on the study. While Irwan Ramli's research focuses in students understanding and grammar mastery, this research focuses in the students' mastery in vocabulary.

4. A Thesis Entitled "Using Comic Strips to Improve the Speaking Skills of Grade VIII Students of SMP N 15 Yogyakarta in the Academic Year of 2013/2014". Written by Renita Oktafiani Klau, Faculty of Language and Arts Yogyakarta State University[24].

   The goal of this study was to employ comic strips to help eighth-grade students at SMP Negeri 15 Yogyakarta talk more clearly. The results of this thesis demonstrate how successfully comic strips were included into the speaking teaching and learning process. All of the pupils whose opinions were collected thought that reading comic strips was enjoyable. As they were, students got more inclined to speak English. The learning process becomes fascinating and pleasurable. The students are no longer timid and silent. In this instance, the children' vocabulary has improved, which is positive development. The majority of the pupils got more animated and eager. To help the students employ a variety of vocabularies when speaking, improve their grammar and pronunciation, and avoid common mistakes.

   The weakness of this concept is that, as a result of the students' lack of media literacy, the classroom environment has grown less favorable. Therefore, conditioning the pupils at the start of the meeting is not possible. Due to the extensive language that the pupils do not comprehend. Thus, the students take a lot of time and disrupt the class by asking the writer about the vocabulary one by one. The students eventually grow used to it, though, and can learn the terminology. because the writer frequently provides the students with feedback. especially the positive responses.

5. A journal entitled "The Application of Comic Strips in Teaching Vocabulary". Written by Lisa Darsalina, Arifin Syamaun, and Diana Fauzia Sari, Syiah Kuala University of Banda Aceh[25].

   The purpose of this study was to compare the students' vocabulary proficiency between reading comic strips before and after it. The samples consisted of 21 junior high school eighth graders. The pre- and post-comic strip vocabulary exam has been used in four meetings. The study's findings show that the kids' performance has improved. It is evident from the kids' post-test

---

[24] Renyta Oktafiani Klau, Thesis: *'Using Comic Strips to Improve The Speaking Skills of Grade VIII Students of SMP N 15 Yogyakarta in The academic Year of 2013/2014',* Yogyakarta: Yogyakarta State University, 2015.

[25] Lisa Darsalina and Others, *'The Aplication of Comic Strips in Teaching Vocabulary'*, Research in English and Education (READ), 1(2), 137-145 (2016), E-ISSN 2528-74x

23

scores. Out of 21 pupils, 16 have improved their grade. Therefore, the research can be deemed successful. The results clearly show that comic strips increased kids' vocabulary proficiency when learning to read. It has a beneficial effect, which has improved their vocabulary achievement. By the fact that after utilizing comic strips to teach reading, pupils' vocabulary has improved. Before reading the texts in which the terms are employed, the students have a better understanding of their meaning thanks to this method. However, this study was unable to examine how students felt about using the comic-strip technique to teach reading and expand students' vocabulary.

Lisa's research uses quantitative method. The similarity between the research is in the use of comic strips to improve the students' vocabulary mastery and it also improve the students' motivation to study English vocabulary. And it has the same goal with the writer. The difference is in the student's perception. In previous studies, writer could not explore or ask questions about students' perceptions of learning using comic strips which the writer would examine.