

CHAPTER II

LITERATURE REVIEW

This chapter discusses all matters relating to the themes raised by researchers, namely about the effect of using comic strips on students' motivation in vocabulary learning and their vocabulary mastery. Systematically, this chapter presents a theoretical study such as:

2.1 English Vocabulary Mastery

Mastery of vocabulary is fundamental to learning English for effective communication, comprehension, and expression in English. It involves not only the ability to recognize and understand words but also the ability to use them correctly in context. This mastery is important for students to express themselves by communicating and understanding the language more deeply.

One aspect of the literature on English vocabulary mastery emphasizes the importance of contextual learning strategies. Contextual learning helps to promote greater understanding of the use and meaning of words. Studies by Webb and Chang (2015) have highlighted how students benefit significantly when vocabulary is taught and learned in meaningful contexts. Thus, learning vocabulary in relevant situations enhances students' ability to apply words appropriately in real-life communication. Therefore, language educators and practitioners often advocate learning methods that prioritize contextualized vocabulary instruction as a means to promote more effective and lasting vocabulary mastery among learners.

Several studies have investigated improving vocabulary mastery with various methods and approaches. Edwards (2009) explored the use of comic strips as a tool for teaching reading comprehension and vocabulary development, showing that the visuals contained in comics can aid comprehension and retention. Ranker (2007) examined the impact of using comic books as readings in ESL classrooms and found that comics can capture students' attention and thus increase their interest and motivation in

learning new vocabulary. Schwarz (2002) discusses the role of graphic novels in promoting multiple literacies, noting that the integration of text and visuals helps students develop reading and visual literacy skills. Wright (2011) emphasizes the importance of images in language learning, pointing out that visual aids can significantly improve vocabulary mastery. In addition, Yildirim and Ates (2012) investigated the effect of graphic novels on EFL students' reading comprehension and vocabulary, concluding that this approach can effectively improve vocabulary mastery and overall language proficiency.

In conclusion, the mastery of English vocabulary is crucial for effective communication, comprehension, and expression in the language. The literature emphasizes the importance of contextual learning strategies, which involve teaching and learning vocabulary in meaningful contexts. This approach enhances learners' ability to apply words correctly in real-life communication and encourages deeper understanding and retention.

2.2 Comic Strip in ELT

English vocabulary mastery is the foundation of language learning, playing a direct role in students' ability to understand and express ideas effectively. Therefore, it is essential for educators to employ methods that support contextualized vocabulary learning. One effective approach is the use of interactive visual media, such as comic strips, which provide a relevant and engaging context to enhance students' vocabulary comprehension.

Comic strips offer several advantages over other visual media in the context of English language learning. Dialogue within comic strips creates an interactive element that allows students to grasp vocabulary, grammar, and expressions in meaningful contexts. Schwarz (2002) notes that the combination of text and images in comics facilitates multi-literacy learning, enabling students to read and understand visual information alongside text.

This interactive quality is often absent in static images or infographics, which primarily convey information visually without fostering engagement.

Moreover, comic strips feature engaging storylines that help students visualize real scenarios, providing a meaningful context for understanding vocabulary usage and sentence structure. Edwards (2009) emphasizes that narration in comic strips enhances student retention by fostering emotional involvement with the story. This narrative continuity makes comic strips more effective than single images or short videos that may lack a cohesive storyline.

Another significant advantage of comic strips is their ability to simplify complex concepts. Ranker (2007) asserts that the combination of straightforward text and illustrations in comics aids students in comprehending intricate ideas in a fun and accessible manner. In contrast, videos often demand more attention as students must simultaneously process visual and audio elements, which can be particularly challenging for beginner-level English learners.

Additionally, comic strips promote flexible learning, allowing students to read and reflect on the material at their own pace. Priatin et al. (2021) found that students using comics as learning media reported feeling more comfortable because they could control their learning tempo. This flexibility contrasts with videos or animations, which typically progress at a fixed speed without opportunities for live interaction.

Beyond flexibility, comic strips also foster creativity among students. The interplay of visual and textual elements can inspire students to create their own versions of stories, thereby increasing their intrinsic engagement and motivation. Gajdusek (2015) highlights that comic strips encourage critical thinking about the relationship between images and text, reinforcing understanding while enhancing creative thinking abilities.

In terms of vocabulary learning specifically, comic strips excel by providing clear contexts for new words. Webb and Chang (2015) underscore the importance of contextualized vocabulary learning for improving comprehension and retention. Comic strips visualize word usage in authentic dialogues, allowing students to better understand meanings and applications compared to traditional methods like picture dictionaries or flashcards.

The growing interest in comic strips within the field of English Language Teaching (ELT) underscores their effectiveness as instructional tools for enhancing language learning outcomes. Research by Smith et al. (2019) illustrates how comic narratives visually represent vocabulary words, aiding students in grasping their meanings and usages. By situating vocabulary within real-life contexts or scenarios, comic strips enable deeper connections between words and their meanings, facilitating retention.

Numerous studies have highlighted the effectiveness of comic strips in promoting vocabulary mastery among language learners. For instance, Priatin et al. (2021) demonstrated significant improvements in students' vocabulary mastery through reading activities involving comic strips. By embedding words within visual narratives, comics provide meaningful imagery that enhances comprehension and retention.

Furthermore, comic strips serve as an exciting platform for developing reading comprehension skills among language learners. Fajriah (2018) conducted classroom action research revealing notable improvements in reading comprehension abilities when using comic strips. The visual elements inherent in comics assist students in understanding word meanings while also leveraging humor and visual appeal to boost motivation and engagement (Gajdusek, 2015). By aligning with students' intrinsic interests through enjoyable learning experiences, comic strips contribute significantly to sustained learner engagement and participation within ELT contexts.

2.3 Student Motivation in Language Learning

The use of creative learning media, such as comic strips, has gained significant attention in English language teaching. Combining visual and narrative elements, comic strips can increase students' motivation to actively engage in the learning process. Both intrinsic and extrinsic motivation play an important role in determining students' success in mastering English. Based on the Self-Determination Theory by Ryan and Deci (2000), these types of motivation functioning in language learning provide valuable insights into the effectiveness of media such as comic strips in supporting the learning process.

Self-Determination Theory (SDT), developed by Ryan and Deci (2000), offers a comprehensive framework for understanding human motivation, including in the context of English language learning. SDT argues that intrinsic motivation, the drive to perform an activity for personal pleasure or satisfaction, will flourish if three basic psychological needs are met: autonomy, competence, and relatedness. In the context of English learning, this means students will be more motivated if they feel in control of their learning process (autonomy), feel capable of succeeding (competence), and feel connected to the teacher, classmates, and subject matter (connectedness).

In the context of English language learning, autonomy refers to the extent to which students feel they have control and choice in their learning process. Students who feel they have autonomy will be more motivated as they feel responsible for their own learning. Choices in learning materials, learning methods, or even topics studied can increase students' autonomy. In this study, the use of comic strips can provide autonomy to students by giving them the opportunity to choose comic strips that suit their interests or even create their own comic strips. Reeve's (2009) research emphasizes the importance of giving students meaningful choices to increase their intrinsic motivation.

Competence refers to students' feelings that they are capable of achieving learning objectives. If students feel incapable or lack the necessary skills, their motivation will decrease. Positive and constructive feedback, as well as challenging but achievable tasks, can increase students' sense of competence. Comic strips, with their attractive combination of visuals and text, can help students understand new vocabulary more easily, thus increasing their sense of competence. Success in understanding and using English vocabulary through comic strips will strengthen students' confidence in their abilities. Ryan & Deci's (2000) research highlights the importance of providing tasks that match students' ability levels to support their sense of competence.

Connectedness refers to students' feelings that they are connected to the teacher, classmates, and subject matter. If students feel alienated or lack a meaningful connection to their learning environment, their motivation will decrease. A supportive and inclusive classroom environment, as well as collaborative activities, can increase students' sense of connectedness. Discussions about the comic strip in class can facilitate social interaction and build a sense of community. In addition, if the material in the comic strip is relevant to students' experiences or interests, they will feel more connected to the lesson. Furrer & Skinner's (2003) research shows that social support from teachers and peers contributes significantly to students' motivation and engagement in learning. This research has applied Self-Determination Theory in the context of English language learning, particularly in vocabulary mastery.

For example, Fitria (2022), in her service, taught basic English vocabulary to children using the drilling method. This approach aims to increase students' motivation and engagement in the learning process, which emphasizes the importance of autonomy and competence in facilitating students' intrinsic motivation. Another study by Alizadeh (2016) also highlights the importance of teacher support for student autonomy in enhancing intrinsic motivation and language learning success. Furthermore,

research by Noels et al. (2000) shows that students who feel autonomous, competent, and connected in the language learning environment tend to have higher intrinsic motivation and achieve better learning outcomes. Thus, in language learning, creative media such as comic strips can effectively increase intrinsic motivation by making learning more fun and relevant to students' interests (Mackay, 2017).

Besides intrinsic motivation, Self-Determination Theory (SDT) also explains the important role of extrinsic motivation in learning. Extrinsic motivation refers to the drive to perform an activity due to external factors such as reward, recognition, or avoiding punishment. Ryan and Deci (2000) divide extrinsic motivation into four types of regulation.

First, external regulation, where a person's motivation comes entirely from external factors, such as rewards, punishments, or pressure from others. For example, a student learns English because he wants to get high grades or avoid punishment from the teacher. Second, introjected regulation, which is when individuals still feel burdened by guilt or obligation. For example, a student might learn English because they feel guilty if they don't do so. Third, identified regulation, which occurs when individuals realize the benefits of an activity and accept it as valuable. In the context of English learning, students will learn because they realize the importance of English skills for their future careers. Fourth, integrated regulation, which is the form of extrinsic motivation closest to intrinsic motivation, is where individuals fully internalize the value of an activity and align it with their personal identity or purpose. In this case, students learn English because they feel that it is part of their identity or purpose in life.

Previous research shows that the application of this theory in English language learning, particularly in vocabulary mastery is effective. For example, research by Dincer and Yesilyurt (2017) found that social support from teachers and peers can increase students' extrinsic motivation to learn English. In addition, Lamb (2017) also examined Indonesian learners'

motivation in learning English and found that extrinsic factors, such as academic demands and career prospects, often drive students to learn. This shows that a combination of intrinsic and extrinsic motivation can create a more supportive and effective learning environment.

Understanding both types of motivation—intrinsic and extrinsic— together is important because both play a role in supporting successful English learning. In practice, students are not driven by just one type of motivation but by a complementary combination of both. Intrinsic motivation can encourage students to naturally enjoy the learning process, while extrinsic motivation can provide an initial or additional boost for students who may not yet have a deep interest in English. By understanding how these two types of motivation interact, educators can design more effective learning strategies that suit students' needs.

In addition, research on intrinsic and extrinsic motivation together can provide greater insight into the factors that influence the success of English vocabulary learning. The use of creative media such as comics can be a strategy that not only increases students' interest in learning naturally but also provides external factors that encourage them to keep actively participating in learning. Thus, this research is expected to contribute to the development of more interesting and effective English learning methods.