

CHAPTER II

REVIEW OF RELATED LITERATURE

To support the arguments in this study, some theoretical principles are discussed as the foundation.

A. Teaching Media

The related literature review on teaching media has three details as follows;

1. The Definition of Teaching Media

Denny Silvia (2017) stated that Teaching media is a facility or tool as an intermediary for the learning process. This media can be in offline or online form with the aim that learning can be achieved easily. One of the teaching media is a computer-like whiteboard. These whiteboards can be utilized to visually depict ideas through text and numbers. In addition, the use of other media such as movies, videos, recordings, audio, can enrich the learning experience in the classroom without the need for a computer.

There are many experiences in teaching and utilizing different types of media in the classroom, especially with regard to the art or combination of teaching media. Classroom characteristics often determine the type of expressive media used to communicate, such as print, books, pictures, slides, movies, videos, audio, and computer screens. From these experiences, I have gained a deep understanding of these various media and how to effectively (or ineffectively) use them in the context of classroom teaching.

The utilization of media in teaching can complement traditional learning methods. By using media, students are more engaged, their knowledge is easily remembered, and their motivation towards the learning material increases. In this case, the media is not meant to replace good teaching but to complement and help the teacher deliver the material. Through media, the interaction between teachers and students can be optimized to achieve learning objectives. Overall, the use of media in teaching helps teachers deliver material more clearly, interestingly and enjoyably for students.

2. Digital Teaching Media

Digital innovation has become a major role in modern education in the era of advanced technology (Akour & Alenezi, 2022). Nowadays, schools will serve as laboratories of civilization and change, supported by various learning aids in a more practical learning process (Zubaidi & Ridlo, 2023). Learning materials will not longer be limited to traditional forms such as paper and blackboard; over time, there will be an era of technological innovation that affects all fields. This means that in future schools supported by technological developments, students can learn from anywhere, while the role of the teacher shifts to become a facilitator and moderator of learning without being limited by the physical classroom (Zubaidi & Ridlo, 2023; Sudarmo et al., 2021).

The urgency of using digital learning media lies in its ability to process, access and distribute data in digital form through technological devices. Examples of this media include YouTube, e-learning, digital cartoons and podcasts, which serve to increase the effectiveness of learning. The right digital media can not only motivate students but also enable direct interaction and self-learning. Its main purpose is to facilitate the teaching and learning process, with the hope of improving the quality of learning outcomes. The reasons for the importance of using this media include;

- a. Improving teacher competence through digital media exploration
- b. Improving the quality of learning by creating conditions that encourage student activeness
- c. Meeting the needs of students by stimulating their thoughts and emotions, easing the understanding of complex material, and enhancing imagination and critical thinking skills;
- d. Adjusting to the new paradigm where teachers are expected to provide active learning experiences for students; and
- e. Preparing for long-term needs by introducing relevant technology in the learning process (Moonti & Gani, 2023).

1. The Principle at Teaching

Several studies have found the best methods for teaching a second language based on the principles of language learning. Understanding the theory behind teaching techniques allows to apply them more effectively. Therefore, it is important to discuss the principles of language teaching. (Meli Damayanti, 2022).

a. Cognitive Principles

This “cognitive” principle relates to the way of thinking in learning or focuses on how thoughts, ideas and imagination help students learn. Cognitive strategies are thinking skills that do not depend on what the teacher knows, but how the teacher manages information so that it is easy to remember and understand.

b. Automacity

This principle stated that Learning a second language is best done by using the language to communicate directly, without thinking too much about language rules. Students usually learn a new language faster, especially if they live in an environment where the language is spoken.

c. Meaningful Learning

This principle focuses on learning with long-term memory that can be taught using communication on meaning and content or rather relevant to the place where language learning is done. (Brown, 2007).

d. The Anticipation of Reward

This principle puts forward that Rewarding is useful for reinforcing positive behavior, increasing students' self-esteem and self-confidence. Rewards can be verbal praise, material rewards, or simple gestures such as a smile or a touch, which show the teacher's appreciation for the students and can motivate them to learn more enthusiastically, especially if the reward is unexpected.

e. Intrinsic Motivation

In this principle, Mukalel (2003) claims that with strong motivation, language learning becomes interesting and not boring. The stronger the motivation, the more of teacher can achieve their learning goal.

f. Strategic Investment

Through this principle, the role of students is the main focus in the learning process where they can learn according to their learning style whether they learn by reading and finding difficult words in the dictionary.

g. Autonomy

This principle emphasizes that the success of foreign language learning depends largely on students' autonomy, such as their initiative and activeness inside and outside the classroom, either with or without the teacher. Teachers can help develop this learning by providing guided exercises but still giving room for students' creativity. In addition, interactive group activities in class, balanced feedback, and encouragement to practice the language outside of class, for example through the media or with friends, are also important to support the learning process.

h. Self – affective Principles

This principle emphasizes that learning is an effort to change overall behavior, including thoughts, feelings, and skills. Feelings or affective aspects are very important in determining how successful a person is in learning or doing other activities. These feelings are influenced by many things, such as personality, views about oneself and relationships with others. In language learning, factors such as self-esteem and self-confidence are very influential. Someone with high self-esteem will be more motivated to succeed, while those with low self-esteem tend to feel inadequate and pessimistic.

i. Language Ego

Based on this principle, teachers should be able to help students understand and facilitate language acquisition because when students learn a second language, they feel confused by the culture and native speech of the second language.

j. Willingness to Communicate

According to Brown (2007), Cognitive and affective factors play a role in encouraging students to communicate in the second language as they wish so that they have courage both productively and receptively.

k. The Language – Culture Connection

This principle emphasizes the close relationship between language and culture. Language and culture are inseparable because language is part of culture, which makes it very important in learning a second language. In addition, language also plays an important role in developing and maintaining culture. Culture includes the ideas, customs, skills, arts and tools that a group has at any given time. It also includes attitudes, values, beliefs, norms and behaviors that are shared by the group, although each individual in the group may maintain them in different ways, and is passed down from generation to generation and can change over time.

l. Interlanguage

The interlanguage principle explains how the native language of second language learners affects the way they speak the second language. Often, learners are negatively influenced by their native language, leading to errors, but sometimes there are also positive influences that make learning a second language easier. Errors that occur due to native language influence are called language interference.

m. Communicative Competence

This principle stated that The main goal of language learning is to develop good communication skills. To achieve this, students should focus not only on language accuracy, but also on speaking fluency. In teaching language, grammar is important, but other aspects such as language function, social context, practical skills and communication strategies also need to be considered. Learning should emphasize natural interaction and relevance to students' daily lives, giving them the opportunity to speak fluently without worrying too much about minor mistakes.

A. Using a Digital Comic

The related literature review on using a digital comic has four details as follows;

1. The Definition of Comic

Comics are a collection of images that are deliberately arranged to communicate information or elicit a visual response from the reader, as per MC

Cloud's definition in 2011. In Indonesian Ethology, the term "comic" pertains to a joke, as described by Ms Gumelar in 2011. According to Nana Sudjana and colleagues (2005), comics feature cartoon characters and narrate stories in a sequence, closely related to pictures, offer entertainment and readers. Therefore, comics can be recognized as an assemblage of images that aim to provide information or entertainment, usually found in separate books or printed media.

Comics are stories that use pictures as a medium of expression. Due to their visual nature, comics are more attractive to children and are easier for them to comprehend. According to PIPP's Cipics Cinci online training team, comics are created to facilitate the teaching and learning process, motivating students to learn. Research conducted by Wardana (2018) has shown that using comics in learning increases students' interest and motivation. Another study by Dini (2018b) has suggested that using electronic comics makes students happy and encourages them to consider environmental issues. Therefore, the research indicates that incorporating comics, including electronic comics, can boost student engagement and encourage them to think more deeply.

2. The Definition of Digital Comic

The term "digital comic" has become more commonly recognised in recent times. Digital comics are basically complete comic books that are available for download or viewing online. They can be downloaded in three main formats, which are pdf, CBR and cbz. The pdf format is widely used by companies to deliver review copies due to its high security. Additionally, the other two formats, CBR and cbz, use the RAR and ZIP compression formats. However, these two formats are often used for illegal or pirated comic books. This is because they typically only contain scanned images of the original comic that can be accessed and manipulated by others. (Albert. 2014).

Digital comics can be categorized into four main types based on their function, according to Hafiz Ahmad (2009). The first type is "Digital Production," which refers to the entire process of creating comics in digital format from concept to final output. The second type is "Digital Form," which involves reading comics through a computer screen, providing variation in form and presentation. Digital

comics also offer the added benefit of being stored in electronic form and transferred between storage media. The third type is "Digital Delivery," which describes the distribution and delivery of digital comics, often without the involvement of physical media, allowing for maximum portability. However, accessibility speed and bandwidth for online distribution are factors that require consideration.

3. Design Element in Comic

According to MS Gumelar (2011), design elements in comics are the components that make up the overall composition, which can be divided into smaller parts. Firstly, space is needed to direct the reader and character towards a certain action. Second, images in comics generally consist of hand strokes. Third, text in comics are images that represent sounds and numbers, which are interpreted differently in different cultures. Fourth, dots and dashes can take many different forms, not just round, and have a variety of functions. Fifth, lines in comics can be connected dots and are not always straight. Sixth, X and Y measurements are used to define shapes in two dimensions. Seventh, shapes in comics include length, width, and height. Eighth, tone or value refers to the level of darkness or brightness achieved through gradation, lighting, and shadows. Ninth, colour in comics can be grouped into three main categories: light, transparent, and opaque. Lastly, pattern and texture provide the function of the screen as well as the visual appearance in comics.

B. The Application of Digital Comic

The related literature review on the application of digital comic has three details as follows;

1. The Definition of Canva

Canva is an application that offers functional features to help users easily create and share their designs or content (Utami & Suriyani Djamdjuri, 2021). The app provides more than 400 million designs in 100 languages, making it a very flexible tool. To access Canva, users need a stable internet connection and can open this application through a website or specialized software. Although initially popular as a design tool, in recent years Canva has been used in various other

fields, including education. With its various functions, Canva is now a platform that supports the needs of users all over the world.

2. The App's Features

Canva is an online graphic design platform that offers a variety of features such as design templates, fonts, animations and more. There are more than 400 million designs available in more than 100 languages. Canva also provides more than 250,000 free templates that users can customize. In addition, this platform makes it easy for users to share their designs. To access Canva, a stable internet connection is required, and this service can be used through a website or application (Utami & Suriyani Djamdjuri, 2021).

Canva users are divided into two categories: Canva Free and Canva Pro. Canva Free is intended for those who want to use Canva at no cost, although some features, templates, and certain design elements may be locked or watermarked. In contrast, Canva Pro offers access to more features and templates, but users need to pay a subscription fee.

Overall, Canva can be described as a web-based graphic design tool that is accessible to users around the world. The platform provides various features for creating designs such as posters, logos, presentation slides, flyers, videos, resumes, banners, invitations, and other graphics. These features include adding photos, graphics, templates, music, text, animations, and additional files. Some features are available for free, while premium features can only be used by Canva Pro users.

3. Benefit of Using Digital Comics

The popularity of digital comics has surpassed print comics, but print comics still play an important role in the development of digital comics. Digital media generates more revenue for digital comics. According to Yang (2003), cited in the educational literature on comics, the use of comics in an educational context has five benefits. Firstly, comics can be a powerful tool to motivate students and effective in facilitating learning. Second, by combining text and images, comics are a powerful form of visual media that can convey stories effectively. Thirdly, comics can be read repeatedly, unlike films or animations, making them an ideal

medium for students to gain a better understanding of the material. Fourth, comics can help students who struggle with reading, by being an intermediary that helps them to better understand and enjoy the reading process. Fifth, comics are part of popular culture, so integrating them into the curriculum can help students feel more connected to the subject matter.

C. Using a Short Film

The related literature review on using a digital comic has four details as follows;

1. The Definition of Short Film

Short films are defined as videos that are less than 40 minutes long and produced on a limited budget. According to Barrance (2014: 1), filmmaking in schools does not have to be complicated or expensive, and students can use simple equipment such as their mobile phones to make short films. They can use everyday props and whatever equipment they have readily available in their schools.

2. The Type of Short Film

According to Retno Ayu, Bordwell and Thompson classify films into three types: documentary, fiction, and animation. Documentary films aim to present factual information about the real world, providing a reliable understanding of a particular topic. Bordwell and Thompson identify two categories of documentary films: compilation films, which are compiled from a collection of footage from various archives, and live cinema, which records events directly with little or no filmmaker intervention. Meanwhile, fiction films feature imaginary characters, places or events. Despite their imaginative nature, fictional films often have links to reality and are produced with careful planning, where scenes are designed and re-filmed as needed.

Characters in fictional films are not represented directly as in documentaries, but through intermediaries. Animated film, unlike live-action, are made by producing a series of images that are photographed one by one and not recorded in real time. In the context of education, it is important for teachers to

choose the right type of film to support the learning process, as the selection of an appropriate film can affect students' interest and motivation to learn.

3. The Steps of Short Film

The filmmaking process involves three main steps, as described by Barrance (2014: 6). Firstly, pre-production, which is the planning stage before the shooting process begins. This stage involves developing ideas and technical exercises to prepare for production. Spending enough time at this stage can save more time at later stages. Second, production, which is the stage where the actual shooting takes place. Third, post-production, which is the stage that involves editing the film, adding or editing audio, creating titles, and preparing the film for presentation to the audience.

4. Benefit of Using Short Film

One of the important factors in the teaching and learning process is student interest. Students' interest in learning can be influenced by the learning media, learning strategies and learning methods used. Narrative text has an element of entertainment, which makes short films an interesting medium to support English learning.

According to Harmer, the benefits of film in the teaching process are as follows. First, language visualisation: one of the main benefits of film is that students not only hear the language but also see it. This aids comprehension as meaning and general mood are often conveyed through facial expressions, gestures and other visual clues. Secondly, cross-cultural awareness: films allow students to see situations beyond their classroom. This is beneficial if they want to understand aspects such as body language in certain social situations or the customs of people in English-speaking countries.

Film can also give an idea of the food and clothing used in other countries. Thirdly, creativity: when students make films as part of their learning, they have the opportunity to express their creativity. The task of making a film can encourage creative and communicative use of language, with students trying new things in English. Fourthly, motivation: most students show increased interest when they are allowed to see and hear language in interesting contexts, coupled

with interesting tasks. By using short film, student can learn the language directly by observing its use in the context of the images in the film. This can help students' comprehension, which is reinforced by the actions shown in the film.

D. Vocabulary Mastery

The related literature review on vocabulary mastery has two details as follows;

1. The Definition of Vocabulary Mastery

Vocabulary mastery means the ability to understand and use words correctly in English communication. Vocabulary is a collection of words used to express ideas through writing. Fachrozi in Humairoh (2022) explains that vocabulary is the number of words that a person knows and uses in communication.

Vocabulary is one of the important elements in writing, because without adequate vocabulary, ideas cannot be conveyed properly. Endarto and Subekti (2020) also state that vocabulary is one of the main components in mastering English.

2. The Type of Vocabulary

Receptive vocabulary relates to word comprehension, productive vocabulary relates to word usage, and vocabulary mastery includes using words according to grammar rules. All vocabulary acquisition is divided into three types as follows;

a. Receptive Vocabulary

Receptive vocabulary is words that are understood when someone reads or hears a text. Based on the opinion of Zunita Mohammad Maskor (2016), the ability to understand receptive vocabulary is related to understanding the meaning of words in written text, not from oral understanding.

b. Productive Vocabulary

Productive vocabulary is the ability to use words appropriately in sentences, especially in the context of speaking, to convey meaning clearly.

c. Vocabulary Mastery

Vocabulary is very important in learning a language to convey ideas and understand others. Vocabulary mastery is divided into four types: listening vocabulary, reading vocabulary, speaking vocabulary and writing vocabulary.

E. Previous Studies

Previous research shows that the use of comics as teaching media has a positive impact on improving students' vocabulary. According to Liu (2004), comics are able to attract students' attention with a combination of text and images, thus facilitating comprehension and retention of new vocabulary. The study also found that students are more motivated to read and learn when the material is presented in the form of comics. In addition, research by Yang (2008) showed that comics can reduce language learning anxiety and make learning more enjoyable, which directly contributes to vocabulary improvement.

In addition to comics, short films have also been shown to be effective in teaching vocabulary. According to Harmer (2001), short films provide a rich visual and auditive context, which helps students understand and remember new words better than written text alone. Harmer notes that short films not only present language in a real context but also incorporate cultural elements, which enrich students' understanding of vocabulary usage in various situations.

The integration of comics and short films as teaching media in vocabulary learning also received support from research conducted by Lin (2016). In their study, it was found that the combined use of comics and short films increased student engagement and strengthened recall of new vocabulary. They argue that visualisation through comics and real context through short films create a holistic learning experience, which is more effective in facilitating comprehension and use of new vocabulary. The results of this study support the use of visual and interactive media as innovative and effective teaching aids in language learning.

Based on previous studies that used comics and short films as teaching media for vocabulary, the author was inspired to combine the two as The R&D Studio YouTube Channel combines visual narrative elements from comics and short films to provide students with an interactive and engaging learning experience. This approach harnesses the power of visualisation and real context

to make learning more fun and effective. Thus, the use of short film-based comics not only increases student engagement but also reinforces the recall of new vocabulary, making it an innovative and effective teaching aid in language learning.