

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Student's Perception

Perception has a variety of senses according to Michael (1999), perception is such feeling and thinking toward things and by a process. It means that someone can express what is in their mind. In addition the definition of perception can be found in Searle as cited in Blake and Sekuler (2006), perception is what person (students) feel about particular things both conscious and unconscious, whether visual or auditory and thoughts that are caused by processes going on in the brain. This means when a human visual system first sees an image or thing they are going to think of an information then they perceive it through the audio of the human brain.

Perception is a process of organizing, interpreting the stimulus received by the organism or individual. So that it becomes something meaningful, and is an activity integrated within the individual. Response as a result of Perception can be taken by individuals with various kinds of forms. Which stimulus will get a response from that is depending on the concern of the individual. Based on things, feelings, thinking abilities, experiences owned by individuals are not the same, then in perceiving something stimulating, the result of perception may be different from one individual to another with other individuals (Walgito, 2010). Perception is a process in which an individual

can understand an object based on his experience, and perception is also one of the internal processes of the object he obtains. However, in this research, perception means students' interpretation and opinion through their observations and experiences in the process of learning English using the webtoon application as a learning medium to know more English vocabulary.

2.1.2 Vocabulary Learning

Vocabulary is one of the materials studied by students of all levels of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in studying a language without mastering the vocabulary. Vocabulary is a central language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as the basic foundation to construct a word into a good sequence of sentences.

Therefore, the students should have to obtain vocabulary mastery. Harmer (1978) states that vocabulary is the easiest aspect of a second language to learn and it hardly requires formal attention in the classroom. Current issue indicates that teaching vocabulary may be problematic because students are not interested in learning vocabulary. They have difficulties in

mastering vocabulary and even believe that vocabulary is one of the most difficult things in learning English.

Generally, the difficulties of learning vocabulary could be divided into two categories. Firstly, the lack of interest to engage in learning vocabulary. It is because they feel bored in the classroom, which finally makes the students not understand the concepts of vocabulary. Secondly, the lack of various ways for teachers to explain the material. Actually, some of the teachers have used various ways to engage the students' interest in the learning process, but most of them have not done the new method in teaching.

2.1.3 Vocabulary Development

Vocabulary development results from being told the meaning of words and remembering what one has been told. It consists of looking up the meaning of a word in the dictionary and remembering what is found there. This assumes that the person or book has the meaning of the word. We learn the meaning of words from them. That way we collect a lot of vocabulary. Dolch (1953) states that the development of vocabulary is that meaning is always equivalent to experience, many experiences have many meanings; little experience, little meaning. Moreover since words are symbols of meaning, they must also be symbols of experience. The more experience a person has, the more meaning his words have; the less experience a person has, the less meaning a word has the only way to expand vocabulary is to expand experience. In the past, vocabulary development did not receive as much

emphasis as grammar and structure learning, and it was typically taught through reading and writing. However, this approach was often tedious for students as they were required to memorize new words in isolation, including their spelling and proper pronunciation (Huyen & Nga, 2003). In contrast, Nation (2001) offers a range of strategies for developing the vocabulary of second language learners, highlighting that any strategy is better than none at all. Some of the strategies mentioned in his book include shared book reading, independent reading, use of contextual clues, and utilization of dictionaries, among others.

2.1.4 Autonomous Learning

The autonomous language learner takes responsibility for the totality of his learning situation (Dickinson, 1995). He does this by determining his own objectives, defining the contents to be learned and the progression of the course, selecting methods and techniques to be used, monitoring this procedure, and evaluating what he has acquired. Objectives are specific to the learner, and the learner's communicative needs determine the verbal elements chosen. Learning thus proceeds from ideas to correct grammatical, lexical, and phonological forms. The self-directed learner chooses the methods of instruction through trial-and-error. His selection is based on the objectives set and its applicability to internal and external constraints. Fatimah (2019) states that there are five indicators of autonomy: (a) Setting the goal of their own learning; (b) Adjusting learning strategies to improve learning; (c) Knowing

how to use resources independently; (d) Managing time properly; (e) Having motivation to learn. The student evaluates his attainment through his objectives, and this evaluation helps him to plan subsequent learning. The concept of autonomous learning requires a redefinition of knowledge from an objective universal to a subjective individual knowledge determined by the learner. For teachers, it means new objectives which help the learner define his personal objectives and help him acquire autonomy. Several experiments in autonomous learning are described. The advantage of autonomous learning is that students can learn on their own without coercion from others, while there are also drawbacks, maybe students become accustomed to want to learn on their own, the media used for autonomous learning is the Webtoon application.

2.1.5 Webtoon Application

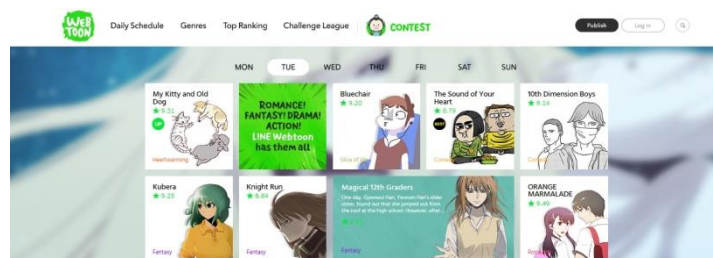
Webtoon is the combination of web and cartoon (comic). It was created in Korea to refer to web comics launched by Naver in 2014. Comics can be defined as the form of cartoon to express the characters and apply stories that have a relationship with the picture. The preference for comics is so high because it can entertain the reader. It is the reason for making comics as media learning. Webtoon is one of the solutions as teachers to make the class more interesting. In this case, webtoon is the free application to be read. The way to use it is so easy. First, the learner has to download it either on the Apple App Store, Google Play Store or read it on the site version

(automatically switches to the mobile site). Then, the learners sign or login with their account email or Gmail to make the account in webtoon. After that, the learners choose the theme or title that they want to read. They can download the story in webtoon or just read it online.

Webtoons can help students to increase their vocabulary by reading various story genres based on students' needs, then the visualization in each webtoon story helps students to understand what is told in the webtoon so that it can help increase their vocabulary. There is some previous research concerning the use of webtoon in reading, where the study's findings showed that students are more attracted and motivated to enhance their reading comprehension skills by using webtoon (Oktaviani, 2019).

There are seven features in the webtoon application: (a) There is a schedule for publishing each comic every day, (b) comics of all genres are presented, (c) given the opportunity to publish their works, (d) the webtoon can be translated into all languages, (e) the latest webtoons are always updated, (f) comic rankings are provided and finally comments per episode are provided.

Picture 2.1



2.2 Study of the Relevant Research

Previous research was conducted by Erya (2021) regarding students' perception towards the use of webtoon to improve reading comprehension skills. As the result of the analysis is revealed, this research discussed about student's perception on the use of webtoon to improve reading comprehension skills. Webtoon is a new platform that can be used to improve reading skill by its words used and interesting pictures. The purpose of this study is to explain whether or not webtoon can increase students' interest in reading comprehension skills. The respondents of the study are the students of English Education students at Universitas Teknokrat Indonesia. The result of the study indicates that the students are more interested and get the motivation to improve their reading comprehension skill by using webtoon.