

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Vocabulary Mastery

In order to learn a language, enriching and mastering vocabulary is an obligation because, without vocabulary, it is impossible to understand or deliver meaningful messages in communication. Sintawati et al. (2021) defined EFL vocabulary mastery as the ability that exists within a person to be able to explore and understand a word contained in English and become the basis for communicating both orally and in writing. Meanwhile, Alqahtani (2015) proposed vocabulary mastery as a great skill possessed by a person to process and utilize words in a foreign language. Hence, EFL vocabulary mastery is universally recognized as a fundamental requirement for effective language communication, encompassing the ability to comprehend and use English words.

It is crucial to highlight that mastering EFL vocabulary is more than just knowing the meaning of the words. Octafia (2020) stated that mastering vocabulary also means being familiar with the synonyms, antonyms, spelling, and grammatical patterns of words. Therefore, vocabulary mastery is more complex. If someone only knows the isolated meaning of the word without knowing the context in which it is used, he might not be able to understand the word when he encounters it in a different context. As a result, he will not be able to use the word correctly both in writing and speaking.

Since vocabulary mastery is more complex, Nation (2013) proposed the following framework that showcases aspects of vocabulary knowledge:

Table 2.1

Aspects of Vocabulary Knowledge

| Aspect | Component | Receptive/Productive Mastery |
|--------|-----------|----------------------------------|
| Form | Spoken | R What does the word sound like? |
| | | P How is the word pronounced? |

| | | | |
|--------------|--|--|---|
| | Written | R | What does the word look like? |
| | | P | How is the word written and spelled? |
| | Word parts | R | What parts are recognizable in this word? |
| | | P | What word parts are needed to express the meaning? |
| Meaning | Form and meaning | R | What meaning does this word form signal? |
| | | P | What word form can be used to express this Meaning? |
| | Concept and referents | R | What is included in this concept? |
| | | P | What items can the concept refer to? |
| Associations | R | What other words does this make us think of? | |
| | P | What other words could we use instead of this one? | |
| Use | Grammatical functions | R | In what patterns does the word occur? |
| | | P | In what patterns must we use this word? |
| | Collocations | R | What words or types of words occur with this one? |
| | | P | What words or types of words must we use with this one? |
| | Constrains on use (register, frequency, ...) | R | Where, when, and how often would we expect to meet this word? |
| | | P | Where, when, and how often can we use this word? |

This framework attempts to provide a basis for vocabulary knowledge that is classified into three aspects, including form, meaning, and use. Each aspect consists of its own components. The more people knowledgeable about each aspect of vocabulary, the greater their possibility to understand and use a word in communication. The following is a more detailed explanation of the components of each vocabulary aspect:

- a. Spoken form

Spoken form involves understanding how a word is pronounced. Service and Kohonen (1995) and Nation (2020) claimed that consistent pronunciation of words is important for vocabulary mastery because it is required for a word to enter long-term memory.

b. Written form

Written form relates to recognizing the correct spelling of a word and how it appears in written text.

c. Word parts

Word parts refer to understanding the morphological structure of words. This aspect involves recognizing and knowing the meaning of prefixes, suffixes, and roots. Oz (2014) claimed that students who recognize how English words are formed by joining prefixes and suffixes are more likely to master more vocabulary.

d. Form and meaning

Form and meaning deal with understanding how the form of a word is connected to its definition. It is the most crucial aspect of vocabulary mastery for EFL students, since to read and listen, students must recognize the form of words and attach a meaning to them (Nation, 2020).

e. Concept and referents

This component goes beyond just knowing a word's definition. It includes understanding a word's concept or idea and the real-world referents it points to, for example, knowing that "dog" refers to a domesticated, four-legged animal commonly kept as a pet.

f. Association

Association involves recognizing the relationships between words. It includes understanding synonyms, antonyms, and hyponyms (Nation, 2020).

g. Grammatical function

The grammatical function is about understanding how words operate within sentences, including recognizing their part of speech and how they function in different grammatical contexts.

h. Collocations

Collocations refer to the common word combinations that occur in a language. Judging from their meanings, Nation (2020) mentioned that collocations could be literals and idioms. Moreover, he claimed that besides focusing on words as units, it is essential to be attentive to how they act in larger units. That is because collocation makes someone's language sounds more natural.

i. Constrain of use

This aspect means understanding how words are used in various registers. For instance, the use of informal language in professional writing is inappropriate. Also, the formal language sounds unfriendly in friendly emails (Nation, 2020).

Nation's (2013) framework also shows questions covering either receptive or productive aspects. Melka (1997) and Schmitt (2019) claimed that receptive vocabulary mastery is the ability to understand the words when listening and reading, while productive vocabulary mastery is the ability to use the words in speaking or writing. Not all the words we recognize can be used in speaking or writing. That is because the receptive vocabulary of a person is always greater than the productive vocabulary size. One way to activate receptive vocabulary into productive vocabulary is to use it. In this way, first, someone needs to understand how to use it.

2.1.2 The Principles of Extensive Reading

Extensive reading is a technique that requires students to read a large amount of text selected by their selves based on personal interests (Alsaif & Masrai, 2019). Nation and Waring (2013) highlighted that the primary purpose of extensive reading is to get students to do large amounts of enjoyable reading activities. Moreover, Nation and Waring (2013) stated that in extensive reading, the reading materials selected should be at the right level for the students. It indicates that the level of texts that far exceeds their current language level are not recommended. Hence, because the learners are provided with the freedom to select the text that suits their level and interests, the text chosen would vary from one student to another. Furthermore, the reading activities is normally conducted in leisure time outside the classroom without peer or teacher help (Albersold & Field as cited in Anshorah et al., 2020). In sum, extensive reading encourages students to reach the quantity of

reading while emphasizing on comprehension by allowing them to independently select their preferred genre of texts.

Extensive reading is the suitable approach to cultivate the learners' good reading habits. By exposing them to their favourite reading materials, they will get accustomed to read so that sustainable reading motivation will be established. It supported by Fatimah et al., (2022) who claimed that unlike intensive reading that forces students to comprehend the whole text, extensive reading is valuable to build a love of reading. Moreover, Fatimah et al. (2022) argued that a love of reading is crucial and influential for language development. It indicates that extensive reading improves students' reading enjoyment and decreases the tension of learning pressure since they read the texts they love, without feeling anxious about comprehensive questions like in intensive reading. At this rate, students will be obviously allowed to enhance their language proficiency in a fun way. Thus, it can be deduced that extensive reading resembles killing two birds with one stone; besides enjoying the reading activities, students can grow reading habits and build their language proficiency, one of which is vocabulary.

Extensive reading has been widely known and implemented. For example, Anshorah et al. (2020) mentioned that in USA, extensive reading course have been periodically conducted in an ESL classroom that assigns students to select and read novel voluntary based on their preferences and stop when they felt bored. Additionally, from Fatimah's et al. (2022) study, it was known that extensive reading course has also been conducted in English Education Department in one of the universities in Tasikmalaya. In conducting extensive reading, the students have to read a lot and obtain a general comprehension of the text. They are encouraged to read quickly without the assistance of dictionaries. Thus, they are required to guess the meaning of the unknown words based on the context within the text.

To be more familiar with extensive reading, the following are the principles of extensive reading adapted from Day and Bamford (2002):

1. The reading material is easy.
2. Students read as much as possible.
3. Reading is individual and silent.

4. Reading is its own reward.
5. The extensive reading course has a meaning-focused input strand and a fluency strand.
6. Reading speed is usually faster rather than slower.
7. A variety of reading material on a wide range of topics must be available.
8. Learners choose what they want to read.
9. The purpose of reading is usually related to pleasure, information and general understanding.
10. The teacher is a role model of a reader.

The researcher uses above principles to consider whether or not the reading activities done by the participants are categorized as extensive reading.

2.1.3 Types of Extensive Reading from Vocabulary Perspective

Both extensive reading and vocabulary are related to each other. That is because many aspects of word knowledge can be acquired through a great amount of reading in context. It aligned with some studies that claimed all aspects of word knowledge, including the part of speech, various forms of the word, collocations, associations, registers, and shade of meaning, can only be obtained by multiple exposures in different contexts (Daskalovska, 2011; Nation, 2013). Afterward, the more vocabulary that is knowledgeable, the smoother the reading process. Therefore, it can be perceived that extensive reading is eligible method for vocabulary mastery and development, as it allows students to encounter words in diverse contexts, leading to a deeper understanding of words, and ultimately facilitating a smoother reading process. It consistent with Kalsum et al. (2022) who revealed that extensive reading positively impacts students' language skills and components, including the realm of vocabulary.

Since both extensive reading and vocabulary are interconnected, Nation (2013) categorized two types of extensive reading from a vocabulary perspective: One which aims at vocabulary growth and one which aims at fluency development. He stated that for vocabulary growth, the texts should contain unknown words amongst 2%-5% to ensure that comprehension and guessing happen, and no less than 1% to ensure that there is new vocabulary to learn. It aligned with Alsaif and

Masrai (2019) who elaborated that the level of text for extensive reading should be easy yet not too easy to facilitate reading enjoyment and to allow some degree of learning happen. Therefore, for vocabulary growth, students should read at a level beyond their current existing level. Meanwhile, for fluency development is the opposite. Nation (2013) claimed that students must read texts containing little or no unknown vocabulary. This is because unknown words slow students' reading and makes it more difficult for them to gain the smoothness and flow needed for pleasurable reading. Thus, for fluency development, students should read very easy texts at least one level below their present vocabulary knowledge. In essence, it can be inferred that extensive reading from vocabulary perspective is seen as a reading approach intended to develop students' vocabulary mastery and fluency, where students read large quantities of text selected by themselves by considering the level of selected text (graded readers).

2.1.4 The Use of Digital *Manga* for Vocabulary Mastery

Manga, Japanese-originated comic, is a visualized narrative that is nowadays popular and has been translated into many languages worldwide, including English. Fatimah et al. (2019) defined comic itself as form of art showcasing a series of static illustrations in fixed sequence, usually to tell a story. Likewise Rommens (2000) defined *manga* as a thorough integration of linguistic elements, flexible frames, speech bubbles, and images that allow readers to grasp multiple levels of meaning simultaneously. Budi (2020) argued that the English version of *manga* is authentic English literature despite their origins. Therefore, EFL students can utilize the English version of *manga* as a learning media to enhance their English proficiency, including mastering vocabulary, without worrying about the translation quality.

Manga has no specific target audience. People from any age group, from children to the mature person, can read it. Mekki (2022) mentioned that *manga* readers could be divided into five groups based on the different characteristics of *manga* content, namely *kodomo* (for children), *shounen* (for boys), *shoujo* (for girls), *josei* (for adult women), and *seinen* (for adult men). Nowadays, readers can easily access the digital version of *manga* anytime and anywhere for free on many websites, such as mangaplus.shueisha.co.jp, mangadex.org, mangabat.com,

manganato.com, and many more. Supriyono (2018) claimed that website-based reading instruction promotes independent reading practice by offering students with a wide variety of accessible text genres and levels. *Manga* websites, in particular, provides readers with a diverse selection of genres such as fantasy, sport, slice of life, thriller, sci-fi, comedy, politics, historical, action, and many more. The interface of those *manga* websites can be seen as follow.

Figure 2.1

Manga on Mangaplus.shueisha.co.jp

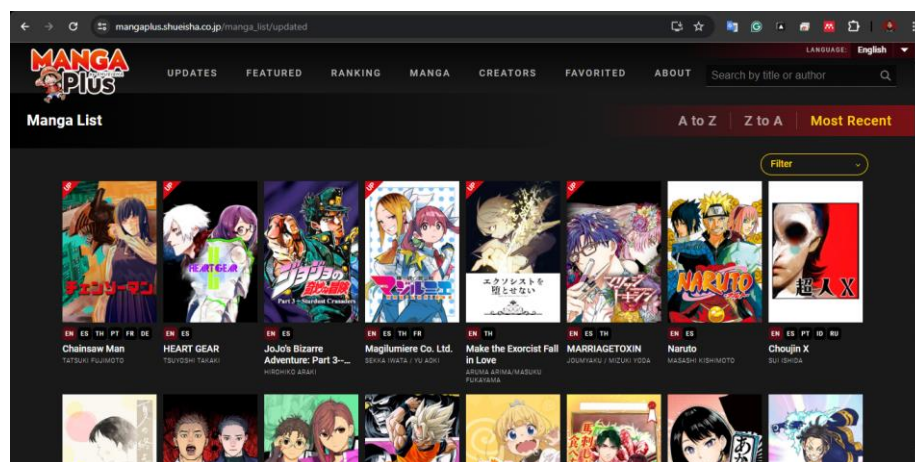


Figure 2.2

Manga on Mangadex.org

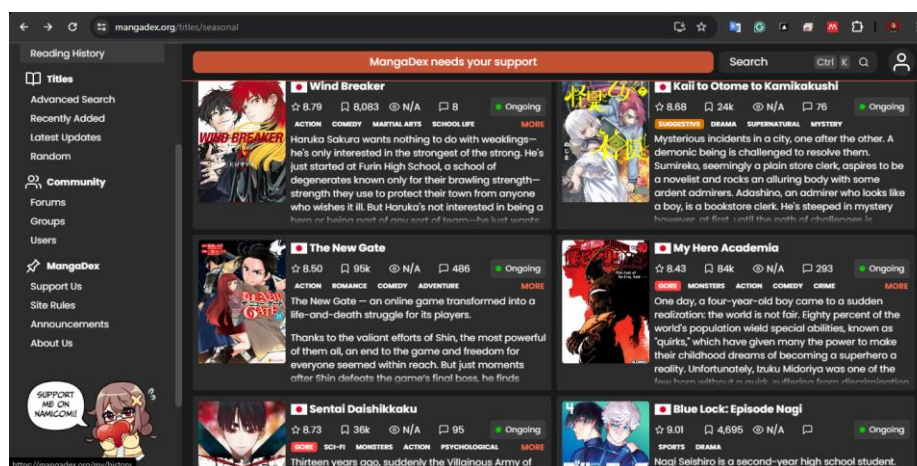


Figure 2.3

Interface when Reading Manga on Mangabat.com



Digital *manga* can be a motivating vocabulary-learning media in the EFL context, especially for visual learners and those who savour literary works. It aligns with Cabrera et al. (2018) who claimed that comics are helpful for vocabulary learning. Furthermore, Nakazawa (2005) also pointed out that *manga* is a comprehensible and motivating learning medium. This is in line with Fatimah et al. (2022), who carried out research regarding the use of various text in an extensive reading context. In the Fatimah's et al. (2022) study, the students were assigned to create reading log that contains several tasks, one of which was to write down new vocabularies. The finding discovered that the use of comics develops students' motivation since it is appealing and managed to persuade them to continue reading comics even though they are no longer being assigned to read them. Thus, the high motivation that arises from reading comics, to be exact *manga*, creates a sustainable reading habit.

The finding of Fatimah's et al. (2022) study is reasonable since the illustration and the storyline of *manga* or comics make the incidental vocabulary learning process more engaging. Besides linguistic elements, *manga* or comics also contain multimodality of visualization, such as iconic characters, emotional facial expressions, body gestures, subject motions, screen tones, speech balloons, and a strong sense of place, that aid students in understanding the meaning of the text. Even in *manga*, students can use their imagination, such as sound effects through onomatopoeias, and differentiate the distinct ways each character uttered their lines through different kinds of speech balloon shapes. It aligned with Megawati and

Anugerahwati (2012), who emphasized that comic is appropriate for assisting learners in comprehending vocabulary since the visualization and the dialogues collaborate in presenting meanings. Hence, it can be concluded that the use of digital *manga* facilitates vocabulary mastery in enjoyable and motivating manner.

2.2 Studies of the Relevant Research

Some studies had examined the effectiveness of comics in improving EFL students' vocabulary mastery at the high school level. Firstly, Sari et al. (2021) investigated the effectiveness of the Snow White comic in improving students' vocabulary mastery by conducting pre-test and post-tests. The result shows that there is a significant improvement in students' vocabulary mastery in those who are taught by using comic books. Henceforth, the visualization of the comic motivated students and facilitated them to comprehend the vocabulary they tried to understand. In summary, their study indicated that the use of comic positively affects the vocabulary learning process.

Secondly, Priatin et al. (2021) aimed to figure out the effectiveness of the comic translation technique in enriching students' vocabulary mastery. Through the tests and questionnaire, they found that using comic strips in learning activities contributed to the student's vocabulary mastery as it increased their understanding of the words. Besides that, they found that the students were generally interested and highly excited about applying comics.

Thirdly, Juliana (2021) examined the effectiveness of comic strips in increasing students' motivation to master vocabulary. By conducting observation, interview, and tests, she discovered that comic strips effectively enhance students' motivation to master vocabulary. Nevertheless, Juliana (2021) highlighted that the students still face obstacles in using comic strips due to the limited time provided in the classroom since they have a tough time recognizing and remembering words in insufficient lesson time.

The studies mentioned above are relevant to this study. Since the previous research showed positive results regarding the use of comics in vocabulary mastery, this study is designed to continue with a different focus. If the previous studies had examined the effectiveness of comic to aid students mastering vocabulary, this

research will elaborate previous studies by probing the contributions of reading *manga* on students' vocabulary mastery. Therefore, Nation's (2013) framework will be utilized in this study to explore the contributions of reading *manga* on each vocabulary aspect.

Since Juliana mentioned that there are still obstacles in using comics in the classroom, in this research, *manga* reading is carried out extensively outside of class time. In addition, in the previous studies, students were not free to choose comic titles to their preferences. In contrast, in this study, participants were free to choose the title that aligned with their preferences. This is because the technical approach used in previous studies will not result in a large quantity of reading the text they desire. Meanwhile, if the learners are not reading a vast amount of text, that is not extensive reading (Nation & Waring, 2013). The next difference lies in the method and participants. The previous studies mostly used quantitative study and restricted their study to the high school level. Furthermore, no long-term readers were involved. Therefore, to fill the gap, this study will utilize qualitative case study and incorporate EFL students who are long-term *manga* readers majoring in English education.