II. LITERATURE REVIEW

This chapter contains two main reviews; they are review of previous research and review of related literature. Furthermore, review of related literature describes the concepts that are associated to the research, such as concept of vocabulary, concept of teaching vocabulary, teaching vocabulary integrated with reading, concept of learning vocabulary, concept of Visual Dictionary, concept of teaching vocabulary through Visual Dictionary, concept of Sequential Art, and concept of teaching vocabulary through Sequential Art. This chapter also describes the theoretical assumption and hypothesis.

2.1 Review of Previous Research

Joklová (2009) in her research of using visualization in her class has found that vocabulary is used in a meaningful way by the students, not only by being put into context but moreover by being applied for a specific purpose to carry out the task of filling the gap of missing information. Vocabulary being used by the students in the task is more likely to be retained because of the reinforcement of the visual element. In addition, according to Lan and Sham (2011), visual information is being processed in more than one route in the short-term memory, it facilitates the

learners' cognitive process of the target words and also, it fosters richness of recall cues and increases the retention cues of new words.

Furthermore, based on a research of visualization media in the form of Visual Dictionary which had been done, Heitin (2012) states that skilled readers do not rely on sound when reading but rather retrieve words purely from a Visual Dictionary. Here, the readers can memorize the words easier by what they see than what they heard. Moreover, Puspita (2011), has found that Visual Dictionary can be used in the vocabulary teaching learning process to increase the students' interest in learning English. In her research, Visual Dictionary can increase learning motivation, easy to remember and reduce misunderstanding. Another finding came from the classroom when Visual Dictionary is associated with recreation and it less intimidating for the students as review tools.

In general, Visual Dictionary is useful for a couple of reasons. Firstly, they allow students to browse by concept much easier than with a traditional dictionary. If the precise word students are looking for is on the tip of students' tongue but a related word springs to mind, this can often lead students to the word that was eluding them. Secondly, many learners appear to find it easier to acquire vocabulary when presented with such vocabulary organized by topic. In addition, in technical spheres, visual dictionaries are useful when it is used in what concept or item learners are actually translating.

Meanwhile, Frey and Fisher (2010) have found that Sequential Art can reveal student understanding in the class. Teaching vocabulary through Sequential Art

can improve students' vocabulary achievement and also produces different result, which are different from those obtain through the conventional way of teaching. Therewith, based on a research done by Kelley (2009), young learners are enjoying Sequential Art for their accessible storylines, characters, colors, and easy-to-grasp themes and motifs. Learners are interested in joining the class and they also enjoyed the material given. Students are respectfully motivated because of the use of such interesting media during their learning. Sequential Art can develop students' motivation and enthusiasm as well as it can encourage their interest in learning vocabulary because Sequential Art illustrated with nice picture and dialogue, which consists of a sum of words, can help them to learn and remember the word easier.

Based on the previous research above, the researcher assumes that both Visual Dictionary and Sequential Art could improve students' achievement of vocabulary. Therefore, the researcher is interested in comparing the two media to investigate whether there is a difference of students' vocabulary achievement between students who are taught through the two media and which one is more effective to help students increase their vocabulary achievement. Furthermore, the researcher also adds some qualitative data to analyze how far the two media can improve students' vocabulary achievement and to analyze the problems students' face/undergo during teaching learning process.

2.2 Concept of Vocabulary

The main part of learning a new language is mastering the vocabulary. The four language skills: listening, speaking, reading, and writing will be very complex to develop without having vocabulary. According to Rivers (1970:462), it would be impossible to learn language without vocabulary. This statement is supported by Hornby (2000:4) who says that vocabulary is a building block to build the language. Consequently, learning language means learning its vocabulary.

Webster (1988:110) describes vocabulary as a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language.

Here, there are some types of vocabulary in according to Fries (1974:45) who classify English word into four groups, they are:

1. Content words represent the name of object that is concrete nouns (cat, dog), action done by or with these things; that is verbs (buy, eat) and the qualities of these things that are adjectives (good, bad), also adverb (quickly, beautifully).

2. Function words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but), article (a, an, the), and auxiliaries (do, does, did).

3. Substitute words are those, which represent to individual things or specific action as substitutes for whole form classes that are indefinites (anybody, nobody).

4. Distributed words are those that are distributed in use according to grammatical matters as presence or absence of a negative such as any, either, neither, too or yet.

Practically, learning language means primarily learning the words of the language. Most of our thinking is in words and we use them when we speak, listen, read or write. Then, most of learning also comes through the words. We cannot contradict that all communication are based on our knowledge of words. Thus, teaching and learning vocabulary is important because when teacher teach certain language skills to the learners, the teacher will teach vocabulary to the student at the same time. Furthermore, a large number of vocabularies can help the students to express their idea precisely and vividly as well as they communicate in real condition. In this case, teacher shall demonstrate the effective media in order to make students achieve a great number of vocabularies and they can use them for communication. Then, in this research, the material of teaching learning will be taken from content words (noun, verb, adjective, and adverb). The researcher will choose them as the material because the researcher assumes that it will appropriate for Junior high school since content words often used as an acceptable means of communication.

2.3 Teaching Vocabulary

It is stated in the 2006 English Curriculum that there are four language skills that should be mastered by the students' who study the language namely: listening, speaking, reading, and writing, following with the language components: grammar, vocabulary, and pronunciation. Then, vocabulary is one of language

components which are taught in Junior High Schools. It is usually taught integrated with listening, speaking, reading, and writing.

It is stated by Nation (1990:3) that vocabulary teaching can fit into a language-learning course in any of four ways:

1. Material is prepared with vocabulary learning as a consideration. The most common examples of this are the preparation of simplified material and the careful vocabulary grading of the first lessons of learning English. Teacher might appear as if no attention is being given to vocabulary, but in fact the selection and grading of vocabulary has been given a lot of attention before the course begins.

2. Words are dealt with, as they happen to occur. This means that if an unknown word appears in reading passage, the teacher gives some attention to it at the moment it causes a problem. A lot of vocabulary teaching is done in this way. Although the selection of vocabulary seems unplanned, the way it is treated need to be. Teacher may draw attention to the underlying concept of the word rather than just giving a contextual definition. They point out regular features of the spelling and grammar so that learning of this word will help learning the learning of other words.

3. Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage. Through direct teaching and reading, the learners become familiar with the topic vocabulary before they need to use

it in the formal speaking activity. It can be done by having pre-teaching or a short practice related to the vocabulary occurred in the passage.

4. Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activity. For example, time is spent on learning spelling rules or on activities like dictionary use, guessing words, the use of word parts, or list learning. The class can have an activity involving the whole students, using a pair or group work, and or individually. Such vocabulary work can have the aim of establishing previous learning or increasing vocabulary so that future language use can go more smoothly.

Thus, teaching vocabulary ideally needs taking into account by teachers. Teacher should able to analyze what vocabulary the learners need to know. The teachers also shall consider the technique that they will apply in teaching learning process in order to make it meaningful and useful. Therefore, students will find it easier to understand the words which are taught and can increase their vocabulary mastery well.

2.3.1 Criteria of Choosing Words in Teaching Vocabulary

In order to be successful in teaching vocabulary, the material shall be prepared and selected appropriately for students to learn. There are several criteria that mentioned by Colm (2010), as follows:

1. Frequency and Coverage

   Teacher shall choose words to teach that are frequently used. Telling students about how often words are used or in what situations they might use them (formal, informal, academic, spoken or written English, etc) is something invaluable that they often can not get from a dictionary. Clearly, the most frequently used words will be the most valuable to learn. The words taught also need to be assessed in the light of topic, function, structure, teach ability, needs and wants.

2. Polysemous Words

   In English, many words are polysemous (have more than one meaning) and can be used as nouns, verbs or part of a phrasal verb. It is important to allow in mind these alternative meanings and uses when teaching new words. It would appear logical to learn these polysemous words as a priority. The important point to remember when explaining meaning is that context will show which of the various meanings and uses is intended.

3. Word Building

   Word formation is an essential part of vocabulary teaching, for example, the way that root forms of words change to form adjectival and adverbial forms with the addition of prefixes and suffixes. Learning about word formation raises students' awareness of the language they use. Teach students word-building skills. For example, if teacher teaches the verb 'to advance', teacher may also teach the adjective 'advanced' and the noun 'advancement.' This gives the student extra vocabulary immediately but it also indicates broader patterns within the language. For example, teacher

can point out that 'ment' is a common noun ending. (Others include 'ness' 'ence' 'ation' 'ism' etc.) Typical adjective endings would include 'ed' 'ing' 'ent' 'ive' 'ical' etc.

Therefore, the researcher would like to say that the selection of words should be noticed and relates to the curriculum, students' level and ages as well as their needs. Among many media available, teacher can choose one or more of them to be used in teaching learning process. In teaching vocabulary, the teacher must select the words which can be learned in a limited time, which words should be chosen for teaching and which ones should be left out (Bismoko, 1976:64). This indicates that the teacher should be careful in selecting the words for teaching. Of course, teacher should select the most appropriate one by considering the condition of students.

2.3.2 Teaching Vocabulary Integrated with Reading

It is stated in the 2006 English Curriculum that there are four language skills that should be mastered by the students' who study the language namely: listening, speaking, reading, and writing following with the language components: grammar, vocabulary, and pronunciation. Thus, vocabulary is one of language components which are taught in Junior High Schools that is usually taught integrated with listening, speaking, reading, and writing.

For the reason above, in this research, vocabulary will be taught integrated with reading. The reading text used is based on the 2006 Institutional Based

Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP*) for the ninth grade students of Junior High School is procedure text. Procedure text is a text that gives some clues of how to do something through a series of actions. Hence, the procedure texts used in this research entitled "Lemon Cake", "Healthy Red Juice", and "Spaghetti".

2.4 Learning Vocabulary

Vocabulary learning is a very important task of second language learners and foreign language learners then might be the most important one. As Nation (1978:2) points out, learning and remembering a set of word are prerequisite in order to learn a particular language. It is unavoidable for not to give attention to vocabulary in learning a language.

Afterward, Nation (1990:2) states that there are two kinds of vocabulary learning, they are:

1. Direct Vocabulary Learning.

   In direct vocabulary learning, the learners do exercises and activities that focus their attention on vocabulary. Such exercises include word-building exercises, guessing words from context when this is done as a class exercises, learning words in lists, and vocabulary games.

2. Indirect Vocabulary Learning.

   In indirect vocabulary learning, the learners' attention is focused on some other feature, usually the message that is conveyed by a speaker or writer. If the amount of unknown vocabulary is low in such messages,

considerable vocabulary learning can occur even though the learners' attention is not directed toward vocabulary learning.

From these possible ways of developing vocabulary that can be done by the learners, teacher should also find the effective ways to help them. Besides, Kustarjo (1988:24) proposes five possible ways of learning vocabulary as well.

1. Learning vocabulary through creativity.

    The teacher lets the students decide many choices by themselves they want to learn. The teacher can choose any techniques which enable the students to be creative in producing vocabulary, for example: game, picture, drama, and so on.

2. Learning vocabulary through context clues.

    The teacher can use a context clue in a word base on the clue of the surrounding context. The teacher can give the students synonyms, antonym, or definition of a word.

3. Learning vocabulary through guessing

    The teacher can encourage the students the guess and discuss the word learned. To guess correctly, the students should have a good rationale. The teacher can give example by pronouncing a sentence, and then the students guess the words that the teacher meant.

4. Learning vocabulary through definition

    The teacher guides the students to define the meaning of the words and to arrange words into a correct sentence, for example: A teacher is a person who teaches.

5. Learning vocabulary through derivation

   The teacher includes the four classes of words in the position of assurance in English patterns. The teacher can give nouns, verbs, adjectives, and adverbs. Then the teacher asks the students to inform the derivation of the words, for example: succeed (verb), success (noun), successful (adjective), and successfully (adverb) and so on.

Moreover, based on the theory of teaching and learning vocabulary stated and explained by linguists above, it could be concluded that the meaning of word or vocabulary should be taught appropriately to the students' level of capability and related to daily life phenomenon and their experience. Referring to the explanation above, it is assumed that the teacher must be able to choose the technique and media which is the most appropriate for teaching vocabulary at certain class.

2.5 Concept of Visual Dictionary

Wright (1989:190) states that visual is graphic to illustrate an object, action, or quality that appears to the sight. While, Kreidler (1968) mentions that visualization can be useful to the language teachers by helping to create situation which are outside the classrooms walls, introduce students to unfamiliar cultural aspects, give the reality to what might misunderstand verbally by the students, change situation, quickly and easily in a drill and decoration for the classroom. Then, Kelley (2009) adds that visualization continually supports language development, and has a great impact on students' cognition and understanding.

Visualization not only assists language development but also become one of the ways to form understandings about what words and ideas mean. Through visualization, students are capable of building the schema necessary for successful reading of multiple kinds of texts and documents. In other words, visualization frames understandings of language and help students learn to visualize and imagine. Hence, it will be useful for teachers to use visual aids in order to help them to deliver the materials to the students.

In addition, Side and Wellman (1990:31) state that dictionary is a book that contains the word of a language, with their meanings in alphabetical order. There are some kinds of dictionary and one of them is Visual Dictionary. Visual Dictionary is one of visual aids which can be used as a teaching aid. It can facilitate the teacher to explain the written or spoken words in teaching situation. Thus, Wigan (2009:6) says that Visual Dictionary is a book that contains the list of textual definitions and visual explanations. From all of the definition, the researcher concludes that Visual Dictionary is a book containing a selection of the words of language that give information on particular subjects usually arranged in themed order of their meaning and other information concerning them, which is percebtible by sight.

Visual Dictionary is organized by themes. For each theme, an image is labeled with the correct word to identify each component of the item. An index of all defined words is usually included to assist finding the correct illustration that defines the word. It is different with the picture dictionary that is usually

organized by alphabetical list of words where the words and picture are already arranged in alphabetical order. However, both of them can be monolingual or multilingual, providing the names of items in several languages.

From the explanation above, Wright (1982:2) says that it is important to have as a wide range of resources as possible in clasroom, so that the students can have a rich base stimulus for this development and the resources must include picture. He adds that that pictures are not just an aspect of method but through their representation of places, and objects. They are an essential part of the overall experiences that we must help our students to cope with. Hence, it is obvious that the visual thing can help both the teacher and the students in creating a more interactive classroom atmosphere in which they will likely generate active responses.

Moreover, Wigan (2009:9) says that visual illustration is easy to understand that will help learners better to articulate, formalise their ideas and will ensure greater accuracy in the transfer of those ideas to others. When skillfully combined with picture, words and sounds have the power to evoke emotions, change attitudes and motivate actions. The impressions that are created by combination of picture, words, and sounds have been shown to be retained by viewers significantly longer than when they are only heard or read. By observing the Visual Dictionary, it will be easier for the students to recognize, remember, and figure out the real object into their mind by visualization.

The following are the examples of Visual Dictionary:

Picture 2.4.1 the Kinds of Asian Fruit
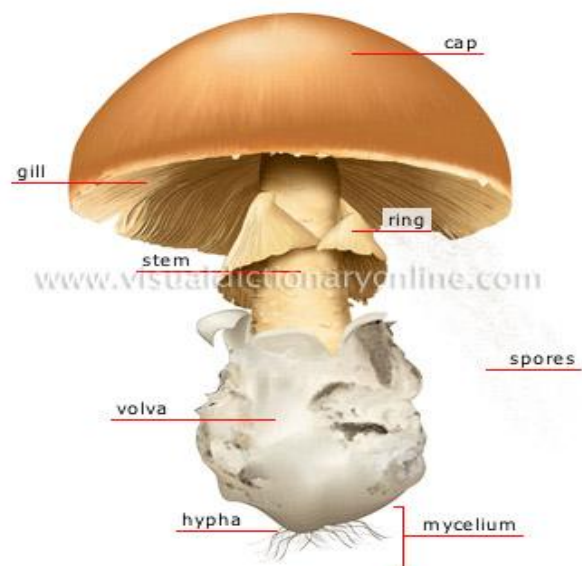
Picture 2.4.2 Visual Dictionary in Detail

Picture 2.4.3 Group Container of Dinnerware

(Taken from http://www.visualdictionaryonline.com/)

2.6 The Procedure of Teaching Vocabulary through Visual Dictionary

Based on expert ideas, there are some procedures of using Visual Dictionary in teaching vocabulary. The steps of how to use Visual Dictionary proposed by the researcher modified from Schwartz (2008:35) is as follows:

1. Pre-activity

    a. Students are introduced the topic and are given brainstorming of the material based on their background knowledge related to the topic that will be discussed.

    b. Students are informed the objective of the lesson.

2. Whilst-activity

    a. Students are divided in pairs.

    b. Students are distributed the copy of Visual Dictionary and get explanation by the teacher of how to use it.

    c. Students are distributed the text and they are led to be able to identify the target words by using Visual Dictionary.

    d. Students work in pair to do the exercises which are given by teacher.

3. Post-activity

    a. Students are asked orally to make conclusion about the topic that has been discussed.

    b. Students are given feedback about what they have learnt by the teacher.

These activities should be supervised by teacher, because the teacher needs to explain about the things to direct students' attention to the pattern and the detail. It is also useful to show students how things work. Meanwhile visual dictionaries are a way for students to gain their vocabulary by categorizing from the kinds of events, concepts, and things into one unit.

2.7 Advantages and Disadvantages of Teaching Vocabulary through Visual Dictionary

The researcher would describe some advantages of Visual Dictionary used in teaching learning process stated by Wigan (2009). It could be seen as follows:

a. It will train the students to think fast and automatically.

b. It has a high degree of interest for students in learning vocabulary.

c. It is easy to understand, memorize, and it could avoid misunderstanding because the students can see the object.

d. It can assist students' long-term memory of words because the words ordered based on the theme.

e. It plays a vital role in activating and building students' background knowledge.

Nevertheless, besides having some advantages, Visual Dictionary also has some disadvantages. Here are the disadvantages of using Visual Dictionary they are:

a. It is difficult to find adjectives and adverbs in Visual Dictionary.

b. It is difficult to bring and distributed Visual Dictionary in the class because of the limitation numbers of the books.

To solve that disadvantages, the researcher will conduct some alternative ways to decrease the disadvantages above. They are:

a. The researcher has modified the Visual Dictionary by adapting some necessary picture or words related with adjectives and adverbs words.

b. The researcher only prepares a copy of the Visual Dictionary that has the same theme with the topic.

Those aspects are the part of Visual Dictionary which can be considered as enjoyable, interesting and motivating media in learning vocabulary for junior high school students. According to Thornbury (2007:64), in teaching young learners, it is ideal to use visual dictionaries. Teacher will need to have plenty of objects and pictures to work with and to make full use of the school and surrounding. Objects

or picture can be used to explain the meaning or concept in a simple way. It is just the same with Visual Dictionary which presents meaning of the words completed by their picture. Therefore, that teacher can achieve the target language that can be learned by the students.

2.8 Concept of Sequential Art

One well-known way to arouse students' interest can be achieved by bringing something extraordinary and new into the language class. Especially among teenagers and young adults, Sequential Art can be used efficiently for this purpose. Eisner (1990) says that the essence of Sequential Art is a media of communication that refers to the art form of using a train of images deployed in sequence to graphic storytelling or convey information. The best-known example of Sequential Art is comics, which are a printed arrangement of art and balloons, especially comic books and comic strips. Moreover, McCloud (2000) states that Sequential Art is a media that communicate its content in the combination of art, composition, panel layout design, typography, literature, and can be used to express for non-storytelling purpose. The characteristic of Sequential Art is in the form of how it delivers the message by using illustrations and other symbols in which the reader will reach aesthetic conception, catch the meaning, and get the information.

Additionally, Eisner (1985) explains that Sequential Art features a series of panels that convey a single theme or information. These panels can continue for a single

page or for multiple pages and may or may not be framed. Single panel cartoons, frequently with captions instead of thought-balloons, may tell a self-contained story or information but are not Sequential Art because Sequential Art tells information through multiple panels, thus the placement of panels is as significant as the placement and use of words. Furthermore, according to McCloud (1993), the grammar of Sequential Art is based on the composer wants to tell the story. In Sequential Art employing words, emphasis on language is not displaced by additional emphasis on the image, and the two are used and combined by the composer showing the interdependence of image and text. This requires that composer pays careful attention to the placement of panels, images, and ideas as well as considering the words he/she uses. Sequential Art require that a reader connect multiple images to multiple words, continuously integrating information of language and image from one panel to the next to comprehend the entire panels.

From the definition above, it can be stated that Sequential Art, a sequence of images which convey message, will effectively delivers the information by describing the topic illustrated. Kelley (2009) says that the composer of Sequential Arts conveys the message by relying on metaphoric images, lines, colors, patterns, and detail. Art, then, serves as a function and form of communication and is complimentary, though not an adjunct, to language. It helps the viewer/observer/participant to frame language-based responses. The reader of art sees these details and explores how the composer employs artistic devices to communicate his/her understandings, perceptions, or ideas, and helping them to be

exposed to new ways of envisioning the words and thereby increasing readers knowledge. Thus, this media is very helpful to improve students' mastery of vocabulary because it can attract students' interest in learning. Therefore, applying them to methodological purposes will have the same effect as using games in teaching English, that is bring a cheerful atmosphere into the class because Sequential Art is usually has aesthetic sense that can be felt by students.

Besides, Sequential Arts are authentic and using authentic material is very important in language teaching and learning. It has several advantages, among which is the fact that if students comprehend a genuine words successfully, that can motivate them and build their confidence. However, Sequential Arts may have leveled themes and increasingly difficult vocabulary depending on grade level. It should be noted that the difficulty of the language presented to the class should be matched with the level of the students. Otherwise, the use of Sequential Arts will only frustrate them.

As a result, Sequential Art can be used not only for building vocabulary mastery but also for improving the four language skills. Asking students to discuss the theme and messages of Sequential Arts helps the readers continue to develop their reading habits, interests, and skills. Further, exposing readers to Sequential Arts exposes them to different text structures and different forms of communication. Therefore, the researcher used the Sequential Arts that are accompanied by text and the model of the Sequential Art is a monologue. The modified one is

considered to be the most appropriate Sequential Art for Junior High School students.

The following is the example of Sequential Arts:

2.9 Procedure of Teaching Vocabulary through Sequential Art

There are some possible ways of teaching vocabulary through Sequential Art mentioned by Lavery (2011), thus the researcher's modification is as follows:

1. Pre-activity
   a. Students are introduced the topic and are given brainstorming of the material based on their background knowledge related to the topic discussed.

b. Students are divided in pairs.

c. Each group is given a copy of Sequential Art that has been cut up in each frame and is asked to reorder the frame while teacher told the text.

2. Whilst-activity

a. Students discuss the correct ordered of the frame with teacher.

b. Students are asked to read the whole content of the Sequential Art.

c. Students are asked to work in pair to identify the target words in the text then find out the meaning of them.

d. Students are asked to work in pair to answer the questions about the target words in Sequential Art.

3. Post-activity

a. Students are asked orally to make conclusion about the topic that had been discussed.

b. Students are given feedback about what they have learnt by the teacher.

2.10 Advantages and Disadvantages of Teaching Vocabulary through Sequential Arts

The researcher would describe some advantages of using Sequential Art as teaching aid stated by McCloud (2000). It could be seen as follows:

a. It is provide relaxed atmosphere as it is familiar to students.

b. The students will be more active in learning process because they are given much more opportunities to explore the ideas of the illustration.

c. It can help students pay attention to sequence and order as well as details information in Sequential Art.

d. Students will learn vocabulary in the context, so it will lead students to understand how to express the words function.

e. The aesthetic drawing will attract students' interest in learning language.

On the other hand, there are also some disadvantages teaching speaking English by using Sequential Art. They are:

a. It will be difficult to teach through Sequential Art for pile of materials.

b. Limited time and the large number of the students will affect the target words reach by the students.

For that reason, the researcher alternated some ways to solve the problems, as follows:

a. Researcher selected the materials which are suitable with the students' need.

b. Students are divided into pair or groups so they will work groups to deal with the limited time and large amount of students. It can minimize any difficulties will be arisen during the learning process. So the teaching and learning process can run well.

However, before Sequential Art is presented in the class, the teacher should think whether Sequential Art chosen will be effective in the process of teaching and learning vocabulary or not. Thus, Sequential Art that will use as teaching aid should contain appropriate language to the level of English students. Those also

consist of a number of vocabularies that must be learned by the students. Accordingly, the target of vocabulary mastery will be achieved.

2.11 Theoretical Assumption

Based on the discussion above, the researcher will compare those two media and see which one is more effective in teaching vocabulary. As it has been stated that visualization can attract students' interest in learning, it may enable them to find an enjoyable atmosphere to learn and to have a good achievement in learning.

Since the researcher applies Visual Dictionary in this research, she assumes that Visual Dictionary may make students more enjoy to study in the class because it is done by presenting the portrait of the real object. It is known that picture or portrait is the simple way to explain the meaning and concept of the words. Moreover, the pictures in Visual Dictionary are ordered based on the theme so that Visual Dictionary will make students easier to catch the meaning and memorize them in long-term memories. This may help students to build more vocabulary and increase their achievement.

While through Sequential Art, it also can be helpful and effective in teaching learning language. The aesthetic illustration will drag students' curiosity to catch the main information delivered by the Sequential Art. Nevertheless, the sentence in the balloon is the implementation of the use of vocabulary in context that may difficult to understand by the students. Students understanding will depend on teacher's ability to give more explanation about the vocabulary in context. By this

reason, the researcher assumed that teaching vocabulary through Visual Dictionary is better or more effective than using Sequential Art.

2.12 Hypotheses

Based on the theory above, the hypotheses can be formulated as follow:

- There is difference on students' vocabulary achievement as a result of teaching through Visual Dictionary and Sequential Art

- Visual Dictionary will be more effective to increase students' vocabulary achievement than Sequential Art.