CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical background of the study with the basic but necessary knowledge of English vocabulary and using movies for teaching vocabulary.

One of the most important things to help learners to communicate successfully is knowledge of vocabulary. The richer vocabulary we have, the better we can communicate. Hence, in order not to fail on the way of teaching and learning vocabulary, teachers and students must try their best to find out an appropriate method for themselves. Using visual aids, especially cartoon movie, is a good way to teach vocabulary and really important, necessary for the new method of teaching and learning. This chapter aims at providing some theoretical background of the study.

2.1 Vocabulary

2.1.1   Process and Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary processing (Jordan & Herrell, 2002) is approach to vocabulary building especially appropriate for English learners because the vocabulary is introduced in several contexts and the students are given multiple opportunities to use the words in their everyday interactions both in and out of school. And also, vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

Learning vocabulary is an ongoing process that takes time and practice. Nakata (2006) acknowledged that vocabulary acquisition requires continual repetition in order for effective vocabulary learning (p.19). While, according to McCarten (2007:21), vocabulary is largely about remembering. In addition, Thornbury (2002:13) who says that without vocabulary nothing can be conveyed. Therefore, the students should enrich their vocabulary by adding new vocabulary every day. It means, understanding about English vocabulary is the basic steps to

learn an English language. Beside explanation above, learning vocabulary becomes important for students, because they learn four skills of English namely listening, speaking, reading, and writing in specific classes. Meanwhile, According to Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning. Furthermore, According to Harmer (2002:282), most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. According to the definition above the researcher conclude that the vocabulary is a word composed of a list of words a person who has a meaning and definitions that can be used in acts of communication.

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara, 2010). Moreover, the basic understanding of a word is that the form, or the shape, and the meaning (Thornbury, 2002:150). So that, vocabulary is important of the role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing.

With vocabulary, the students can increase their learning. As Thornbury (20043:13) says that there will be most improvement if learn more words and expression. It means that vocabulary is really important to be learned because it can improve students' learning.

In conclusion, choosing vocabulary to explore by using cartoon movie in area lessons. As the lesson are taught, additional words can be added to the lesson whenever it appears that students are in need of additional support in understanding the words. Vocabulary learning is an unseparated thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for the English learners to get a success in their learning process.

2.2 Teaching Vocabulary

Teaching vocabulary is about words, it involved knowledge of English vocabulary and how to go about learning and teaching it. Because of the widespread importance of learning vocabulary, it is a good idea for every teacher to know how to effective strategies for teaching vocabulary to students. Activities designed to teach students new vocabulary to ensure maximum value. Then, the objective of teaching vocabulary to help the students to achieve the vocabulary in the material according to the themes. Teaching English vocabulary is an important area worthy of effort and investigation. While, vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. So, that is the importance of teaching vocabulary in English language teaching

2.3 The Concept of Media

Media in a process of teaching is not a new thing for the teacher. According to Djamarah and Zain (2010:124), there are 3 kinds of media:

1. Audio media: Audio media is media that only show the sound such as radio cassette recorder etc. So this media is not suitable for the deaf students.
2. Visual media: Visual media is media that only show a picture without a sound. It means that the students just see a picture without hearing the actor says. The example of this media is strip, slides photo etc.
3. Audio visual media: Audiovisual media is the media which show a picture and sound. This media is the better media than the other media. This media is divided into:
    a. Quite audiovisual: media that show a sound and quite picture. Ex sound slides.
    b. Movement audiovisual: this media show the sound and the picture than can move. Example: cartoon film.
    c. Pure audiovisual: both of sound and picture are from one source. Example: film, video cassette.

d. Not pure audiovisual: both sound and picture come from another source. For example the picture from LCD projector and the sound come from active speaker.

Base on classifications of teaching media above, Most of the teachers use media to help them giving particular information to the students. In this study, cartoon film is chosen as a media of teaching English vocabulary.

2.4 The Concept of Cartoon Movie

Cartoon movie is a kind of media that can be used in teaching vocabulary. The implementation of this media is recommended for junior high school students, because some cartoon movies are designed accordance with lesson materials. It is very helpful for students to develop their ability in English vocabulary mastery. Moreover, watching the cartoon movie makes students easily get the concept of lesson materials. Movies as a method of teaching have also been found to be an effective motivator for studying language (Seferoğlu, 2008; Florence, 2009; & Ismaili, 2013). While, Horby (1995) state that movies are forms of entertainment that enact stories by sound and sequences of images giving the illusion of continues movement. In this study, the researcher use cartoon movie as media of teaching English vocabulary. And then, a movie is one of the visual aids that can be used in a class, it makes lessons more fun.

This is the reason why the researcher is interested in taking up the title of the research, because cartoon movie gives a new enjoyable atmosphere when they are learning in class. So, video might be a richer and more effective learning format (Pan, Sen, & Starrett, 2010).

2.5 Previous of the study

There are some researches relate to this study. One of them was the implementation of audio visual media especially cartoon film mediato students' mastery in elementary level. The first study was done by the student of IAIN Tulungagung, East Java, Indonesia, Fathul Munir (2016), entitled "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary

Mastery of EFL Students". Based on the study is the students' score before being taught by using audio visual media (cartoon film). And also, to develop students' vocabulary in elementary level is audio visual media especially cartoon film media, this research conducts experimental design; it is pre-experimental design in the form of one–group pre–test and post– test. The instruments were used are pre–test, treatment, and the post–test. The result of showed that there were any significant influences between score of pre-test and post-test. It can be concluded that the students get good achievement in mastering vocabulary after taught by using audio visual media. It means that there was significant influence in using Cartoon Film toward Vocabulary Mastery of EFL Students. Then, from the data that the difference of this study that the research conducts experimental design and implementation of the study in elementary level. While, the equation in this research focused on the appropriate media selection of audio-visual media to teach vocabulary, in this case the cartoon film is considered the appropriate media. Using cartoons the students seem to find it easier to understand the vocabulary because they love cartoons.

The second of previous study is the entitled "Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University". The written by Raniah Hassen Kabooha and King Abdul Aziz. University, Saudi Arabia. 2016.

The study offers pedagogical implications for EFL and also conducted semi-structured interviews with both students and teachers to explore their perceptions towards the use of movies in their classes. The findings of the study indicate that both students as well as teachers had positive attitudes towards the use of movies in their classes to improve students' language skills. While designing the tasks and the materials that incorporate the movies into classes, the main goal of using this authentic material and the objectives of the specific lesson should always be kept in mind. Based on the result, the writer concluded that the use of movies in in EFL Classrooms to improve students' language skills. So, the difference of this study focused on grammar decoding and skill drilling. Especially it is basic language skills: reading, listening, speaking, and writing.

And then, the equation is the purpose of the study by using movies in their classes to improve students' language learning.

And the last of the previous study by Zulfadli A. Aziz and Rina Sulicha. University of Syiah Kuala, Banda Aceh, Akademi Teknik Elektromedik Kupula Aceh, Banda Aceh.2016. The use of cartoon films as audio-visual aids to teach English vocabulary. The result of this study can be classified into two types, quantitative analyses and qualitative analyses. Furthermore, the majority of the Experimental Group students gave very positive responses to the use of a cartoon film as a media of instruction for teaching vocabulary. The study the use of cartoon films as an instructional media for teaching vocabulary to fifth grade students in an elementary school in Banda Aceh. Base on the research which use of cartoon films as an audio-visual media aid also resulted in a positive impact to the cognitive, affective, and psychomotor aspects of the students as it enhanced their vocabulary. It showed that the difference of this study of teaching vocabulary to fifth grade students in an elementary school. Then, the research conducts experimental design. And then, the equation is study the use of cartoon films as an instructional media for teaching vocabulary.