CHAPTER II

REVIEW OF LITERATURE

2.1 The Concept of Vocabulary

Vocabulary is a horde word of phrase that generally arraging chronological. Vocabulary is a lexemes or words that construct the language and a list or collection of words arranged in alphabetical order and describe in a dictionary or lexicon. In addition, vocabulary is described as all the words known and used by a particular person (Jackson, 2000:14). Vocabulary also known as the knowledge of meanings of the words. According to Penny (2009:60), “Vocabulary can be defined, roughly, as the words we teach in the foreign language.” Vocabulary is very important when the teachers teach English. It can be separate into the four skills (speaking, listening, reading, and writing) in English language.

2.1.1 Knowledge of vocabulary

According to Kamil and Hiebert (2005:3) vocabulary divided into three forms – oral, prints and productive. Oral vocabulary is the set of words that the people know the meanings when people speak or read orally. Print vocabulary consists of those words for which the meaning is known when the people write or read silently. Productive vocabulary is the set of words that an individual can use
when writing or speaking. They are words that are well-known, familiar, and used frequently.

2.1.2 Types of vocabulary

There are four types of vocabulary: first is Listening vocabulary, this type of vocabulary refers to the words we hear and comprehend. This vocabulary is aided in size by context and tone of voice. Second is Speaking vocabulary, this vocabulary refers to the words we speak. Due to the spontaneous nature of speaking vocabulary, words are often misuse – through slight and unintentional, may be compensated by facial expressions, tone of voice, or hand gesture. Third is Reading vocabulary, this vocabulary refers to the words we recognise when we read any text. The last is Writing vocabulary, this type of vocabulary represents those words which we regain while writing to express ourselves.

2.1.3 Kinds of Vocabulary

Yule (2010:82-83) divided vocabularies into each function as a different part of speech, they are:

1. Nouns are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love) as if they were all “things.”
2. Articles are words (a, an, the) used with nouns to form noun phrases classifying those “things” (You can have a banana or an apple) or identifying them as already known (I’ll take the apple).

3. Adjectives are words used with nouns to provide more information about the things referred to (happy people, large objects, a strange experience).

4. Verbs are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (Jessica is ill and has a sore throat so she can’t talk or go anywhere).

5. Adverbs are words used with verbs to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (Really large objects move slowly. I had a very strange experience yesterday).

6. Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o’clock, in the morning) place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things.

7. Pronouns are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known (She talks to herself. They said it belonged to you).

8. Conjunctions are words (and, but, because, when) used to make connections and indicate relationships between events (Chantel’s husband was so sweet and he helped her a lot because she could not do much when she was pregnant).
2.2 The Concept of Media

Media is one of the components to teaching and learning processes. Media is also called something that brings messages or information that has function or purpose certainly. There are several media, one of the media is printed media; newspaper, magazine, journal, and other. Electronic media; television, radio, movie, and other. But now people can use media everywhere, every time, and whenever. Movie is one type of audio visual media, in addition to the film. That many developed for the purposes of learning, usually packaged in the form of VCD. Harmer gave the definition “A movie is a communicative instrument between a teacher and his/her students in the class. With movie can make the students more understand about the problems and they will keep it for a long time. The movie helps the students study more effectively, actively, and enjoyably.”

Movie is a series of moving pictures with sound that you can watch at the cinema or at home (MacMillan Dictionary). In this research, the writer was chosen movie *animals united and frozen* as media to teach vocabulary.

2.2.1 Kinds of media

According to Djamarah and Zain in Fathul (2012), there are 3 kinds of media:

1. Auditif media:
Auditif 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.

2.3 Cartoon Movie

Cartoon movie is a film using animation techniques to photograph a sequence of drawings rather than real people or objects. The character and image in cartoon movie are drawn by the producer. There are three kinds of cartoon movie:

a. Animated Film

They generally consist of drawing and paintings by artist called cartoons.

b. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

c. Experimental and Avant-Garde Films
Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in Mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.

2.3.1 Advantages using English movie

There are some advantages of using English movie. Nasution (2005:104) states that the advantages of using movie in teaching and learning process are:

1) Movie is very good in describing a process, if necessary by using a “slow motion”.
2) Each student can learn something from the movie, from the clever one or less intelligent.
3) Movies can take a child from one country to another country and from one period to another period.
4) Movie can be repeated if necessary to add clarity.

2.3.2 Disadvantages using English movie

According to Azhar (2011:50), he states that the disadvantages of using movie in teaching and learning process are:

1) Procument of English movie generally is expensive and cost a lot of time.
2) When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.
3) Movies not always appropriate with the needs and desired learning objective.

### 2.4 Animals United and Frozen

The preview of Animals United movie is a group of animals waiting for the annual flood they rely on for food and water discover that the humans, who have been destroying their habitats have built a dam for a leisure resort. The animals endeavor to save the delta and send a message to the humans not to interfere with nature.

While the preview of frozen is Anna, a fearless optimist, sets off on an epic journey - teaming up with rugged mountain man Kristoff and his loyal reindeer Sven - to find her sister Elsa, whose icy powers have trapped the kingdom of Arendelle in eternal winter. Encountering Everest-like conditions, mystical trolls and a hilarious snowman named Olaf, Anna and Kristoff battle the elements in a race to save the kingdom. From the outside Anna's sister, Elsa looks poised, regal and reserved, but in reality, she lives in fear as she wrestles with a mighty secret-she was born with the power to create ice and snow. It's a beautiful ability, but also extremely dangerous. Haunted by the moment her magic nearly killed her younger sister Anna, Elsa has isolated herself, spending every waking minute trying to suppress her growing powers. Her mounting emotions trigger the magic, accidentally setting off an eternal winter that she can't stop. She fears she's becoming a monster and that no one, not even her sister, can help her.
According to the writer the story above it is interesting if students watch and learn new vocabulary from what the characters pronounce.

### 2.5 Related Previous Study

The researcher found two relevant studies which related to this research. The first research is written by Fathul Munir entitled “The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of Fourth Grade Students of MI Al Hidayah 02 Betak”. The purpose of the research was to investigate the suitable media to develop students’ vocabulary in elementary level. His research conduct experimental design; it is pre-experimental design in the form of one–group pre–test and post– test. The result of his research is cartoon film was suitable to teach vocabulary for young learners.

The second research is written by Prima Ardya Mukti entitled “Improving Students’ Vocabulary Mastery Using Cartoon Film” the purpose of the research was to know the use of cartoon films can improve the students’ vocabulary mastery and to identify what happens when cartoon films are used as media in teaching vocabulary to the seventh grade students of SMP Negeri 01 Grogol Sukoharjo. Her research was used an action research, the researcher acted as the teacher in teaching learning process. The result of her research shows that cartoon films are attractive and effective media to teach vocabulary.

From the research above, the writer was focus on investigating the effect of using cartoon movie. The similarities between two previous researches and this research are: (1) all of the research use quasi-experimental research; (2) use pre
and post-test as the instruments; and (3) all of the research are using two classes as experimental class and control class. The differences between those researches are the location of the research and the sample of the research.