CHAPTER II
REVIEW OF RELATED LITERATURE

A. Definition of vocabulary

There are various definitions of vocabulary. A linguist, Dupois defines vocabulary as words or phrases, which label the part of material to be learned which are necessary for students to use in talking and writing.\textsuperscript{10} Vocabulary is a total number of words in a language, list of words with their meanings.\textsuperscript{11} From these definitions, the writer concludes that vocabulary is number of word or phrases which has meaning that are used in spoken or written language.

From a journal written by John J. Pikulski and Shane Templeton said that, in everyday conversation we speak vocabulary word in the singular not vocabularies; we speak of a person’s vocabulary. This is actually an oversimplification. \textit{The American Heritage Dictionary} defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group.” In this paper we are concerned with extending the sum of words that are used by and understood by students. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms “uses” and “understands” need clarification. For example, the major way in which we “use” vocabulary is when we speak and write; the term \textit{expressive}

\textsuperscript{10} Dupois et al, \textit{Content reading and individualized approach}, (New Jersey: Prentice Hall, 1982),p. 159
\textsuperscript{11} Oxford learner’s pocket dictionary(Oxford University Press 1991)
vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We “understand” vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies.¹²

1. The important of vocabulary

Vocabulary is the most important basic ability to learn English as second language. If we have a lot of vocabulary, we will be easier to speak or learn English. We know that learning vocabulary is very important, whether it is spoken or written. In contrast, if we are lack of vocabulary we will get difficulties. Moreover, it makes meaning disorder. So, the researcher does not want it happens.

John J. Pikulski and Shane Templeton said that there is no question that people who have large speaking vocabularies generally tend to have large listening, reading, and writing vocabularies; likewise people who are limited in one of these aspects are likely limited in other aspects as well. We have seen that this close relationship does not exist in preliterate children. Also, some children who develop large reading vocabularies may not use that vocabulary in their writing without teacher help and guidance. However, in the years during children develop as readers and writers, there is an increasingly high relationship among all four aspects of

vocabulary—listening, speaking, reading, and writing. Fostering improvement in one aspect has the potential for fostering improvement in another. Therefore, one responsibility of teachers is to help children transfer vocabulary skills from one form to another.13

2. Vocabulary acquisition

There are many ways to improve our vocabulary; we can get the vocabulary from formal and informal study. Some children get new vocabulary from formal study, such as when they study at school, they take course, etc. It is commonly called learning. Meanwhile, they get new vocabulary from informal situation when they socialize with others at school or daily environment. Achieving new words from their experiences is called acquisition.

Biemiller and Slonim explain the sequential nature of vocabulary acquisition. They stated that much evidence clearly indicates that vocabulary is acquired in largely the same order by most children. The existence of empirical vocabulary norms (as in the Peabody and Living Word Vocabulary) indicate that some words are acquired later than others. Slonim and author have found very high correlations (mostly over 90) between mean scores for words obtained from different grades.

Authors found that when data is ordered by children's vocabulary levels rather than their grade level, they can clearly identify a range of words (above 75 percent), words being acquired (74 percent-25 percent) and the words that they know. Furthermore, these ranges are sequential. At any given point in vocabulary acquisition, a preliminary conclusion from this work is that there are about 2,000-3,000 root words that a child is likely to be learned. This makes the construction of a "vocabulary curriculum" plausible.\(^\text{14}\)

Children seem to be easier to learn or remember new vocabulary from their experiences than when they study vocabulary in the formal situation.

3. **How to remember vocabulary**

In remembering new vocabularies, practicing the word in communication seems to be a good way because language is habitually learned.

As Thornburry said in his book, Researchers into the workings of memory customarily distinguish between the following systems:

a. The Short-Term Store (STS): is the brain’s capacity to hold a limited number of items of information for periods of time up to a few second.

b. Working Memory: focusing on words long enough to perform operations on them. Limited capacity and no permanent content.

\(^{14}\) www.wordsmartedu.com [accessed at Saturday 21 January 2012 23.55 p.m.]
c. Long Term Memory: can be taught of as a kind of filling system which has an enormous capacity, and its content is durable length of a lesson.\textsuperscript{15}

Some researcher finding summary that relevant to the subject of word learning:

1) Repetition: to make the word easier to remember and memorizing with repetition. It can be done with read the word at least seven times or more. It may help learners easier to remember the new words.

2) Retrieval: this means that the act of retrieving a word from memory. It makes learner able to recall it again later. For example: using that word in the sentences.

3) Spacing: it is known as distributed practice; it is applies in both short and long term. It means that teaching a new set of words in first two or three items then goes back and tests these than present some more then back track again. It is better to learn each word.

4) Pacing: in this case the teacher should allow time during vocabulary learning for learners to do ‘memory work’ such as organizing or reviewing their vocabulary silently and individually.

5) Use: put the words to use in some interesting ways. It is the best way to ensure they are added to long term memory.

6) Cognitive depth: this decision in this way is learners able to make a word, and the more cognitively demanding these decisions; the better the word is remembered.

7) Personal organizing: subject who had read a sentence aloud containing new words showed better recall than subject who had simply silently rehearsed the words, but subjects who had made up their own sentences containing the words and read them aloud did better still.

8) Imaging: one of the good and easily way to learn word is visualized words are memorable than words that do not immediately evoke a picture.

9) Mnemonics: this is a trick to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable, even native speaker.

10) Motivation: learning new words is no guarantee that words will be remembered. The only difference is a strong motivation makes the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But, even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

11) Attention/arousal: contrary to popular belief, the learners cannot improve their vocabulary in their sleep, simply b listening to a tape. Some degree of conscious attention is required. A very high degree of attention/arousal
seems to correlate with improved recall. Words that trigger a strong emotional response.

12) Affective depth: related to the preceding point, affective (emotional) information is stored along with cognitive (intellectual) data, and may play an equally important role on how words are stored and recalled. Just as it is important for learners to make cognitive judgments’ about words, it may also be important to make affective judgment.16

4. Kind of mistakes do the learners make

a. Form-Related

Form related errors include miss selection, misinformation and spelling.

1. Miss selection is when an existing word form is selected from similar sound or spelling to the correct form. For example: hungry and angry.

2. Misinformation often result from misapplying word formation rules, sometimes these misinformation will show a clear influence from the learners’ mother tongue.

3. Spelling mistakes result from the wrong choice of letter like shell for shall, the omission of letters like studing for studying, or the wrong order of letters (little for little). Pronunciation errors may result from the wrong choice of sound (leave for live), addition of sounds (eschool for school),

omission of sounds (produk for product) or misplaced word stress (comfortabel for comfortable).

b. Meaning related errors typically occur when words that have similar or related meanings are confusing and the wrong choice is made. Meaning related wrong choice errors may derive from the learner’s first language, where the meaning of the first language word may not exactly match with its second language equivalent.17

Another important part is what kind of words we must teach to the students. Some categories of words must be taught by teacher depends on the level of the students as stated by John J. Pikulski and Shane Templeton:

In deciding which words to teach we have found that level is helpful the students classify to the students ability “levels” of vocabulary, which is similar to what Beck et al. (2002) refer to as “tiers” of vocabulary.

*Level I Words* These are words that are used over and over in everyday speech. Since they are so frequently used in a variety of contexts, virtually all children learn them. Some examples of these words would be *house, girl, cat, up, umbrella,* etc. Level I words are sometimes referred to as “conversational speech.” Children who are learning English as a second language will sometimes make progress with this level of

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17 Thornbury and Jeremy Harmer, p.29
vocabulary but have difficulty in making progress with words at levels beyond this one.

*Level II Words* These are words that are likely to be learned only through reading or through instruction. They refer to the vocabulary of educated people, as “academic vocabulary,” and as “instructional vocabulary.” They are words that are necessary for general success in school. Words such as *perspective, generate, initiate, intermediate, calculation,* etc. are possible examples.

*Level III Words* These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field. Examples of Level III words from the field of reading instruction include the terms *digraph, diphthong, schwa, metacomprehension,* etc. As one might expect, some words such as *calculation* might be classified as either a Level II or Level III word or both.

*Level IV Words* These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments, and they are not associated with a field of study or profession. Examples are words that no longer are used: *majuscule* (a capital letter), *xanthodont* (one who has yellow teeth like a rodent), *noctuary* (an account of what happens in a night). Notice, however, that some Level IV words are useful for teaching morphological clues such as
*noct* meaning “night” and *dont* or *dent* referring to teeth. Level IV words are also helpful for creating an interesting words and language.\(^\text{18}\)

Considering those levels of word and descriptions above, researcher chooses first level of words to teach to the students. The condition of students in this country who are English as a foreign language learner made researcher picks this level.

Another book by Jill Hadfield and Charles Hadfield in learning vocabulary, learners’ need to know:

a) Spelling and pronunciation.

   Spelling and pronunciation are not easy because there is no consistent one- to one relationship between sounds and how it is spelt.

b) Meaning.

   It is important to teach word in context, because many words have different meanings when it is used in different situation.

c) Parts of speech.

   Every word belongs to a category or part of speech, for example: verb, noun, adverb etc. each category has grammar rules associated with it.

d) Collocation.

   Words are used together, in partnership. This relationship between words is called collocation

e) Lexical sets and word fields.

Vocabulary (lexis) is often taught in lexical sets or word fields. These are groups of words related by topic. A lexical set is a group of the same category of words. But, word fields are wider than lexical set and contain words and phrases loosely connected to a topic.

f) Register and appropriacy.

Different words and phrases are used by different people, according to the situation and the relationship between the speakers. The term register is used to describe these differences in formality, and we talk about register as going from high (formal language) to low (informal). Appropriacy knowing words which register to use in a situation is having awareness\(^\text{19}\).

5. How to help learners with vocabulary

a. Introducing and explaining vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words.

b. Helping learners record new words

Learners need to develop study skills such as: recording new words and organizing new words in lexical sets or words fields.

c. Helping learners remember new words

Repetition and personalization is effective but it can be boring. But we can help to make it fun by turning it into a game, etc.

d. Helping learners use new words

Once learners have had time to absorb the new vocabulary they can begin to use it communicatively.

e. Recycling vocabulary

Remembering words are a long process, even if learners can remember and use new words by the end of the lesson, they may have forgotten them a week later. Learners will need to revise and recycle the new vocabulary to make sure they retain it.  

B. Cartoon movie clips as a media for teaching

From the dictionary, media means a tool to express or communicate information to the publics. Media literary means “medius”. It means ‘median, mediator, intermediary’. Then Fleming said that media is mediator. Characteristics and the function of media is to manage effective correlation between two main things

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21 Oxford learner’s pocket dictionary(Oxford University Press 1991)
in the students learning process and the composition of the lesson.\textsuperscript{22} It can be said that media is tools which express or accompany teaching-learning massages.

Often, in teaching learning process, media can be categorized as audio-visual tool, instructional material, audio-visual communication, visual education, educational technology and explaining media\textsuperscript{23}. So, the researcher conclude that media is a kind of tool or methods which can be used in the teaching-learning process to make the lesson easier and more interesting. In this case the researcher chooses cartoon movie clips as a media because the subject of the research is the students of junior high school who like cartoon film. The researcher also wants to make the students know the real language from the film, because in Indonesia cartoon film mostly has been dubbed into Indonesian. So, a lot of people do not know the real language in the cartoon film.

Next reason why cartoon film was chosen is because through movie clips students can learn words spoken by the cartoon movie clips’ player correctly. Not only the words, but also how the words pronounced correctly. Through watching movie clips, students can learn the action shown from the clips pragmatically. So students not only learn new words but also how the words pronounced and acted correctly.

Research has shown that the most meaningful learning happens when students are engaged in authentic activities that ask them to think and behave like

\textsuperscript{22} Ashar Arsyad, \textit{Media Pembelajaran},(Jakarta: PT. Raja Grafindo Persada,2011)p.3

\textsuperscript{23} Ashar Arsyad, ibid. p.6
chemists, computer programmers, mathematicians, engineers or archeologists. These activities might include the use of virtual environments and simulations, developing models of scientific phenomena, and using collaborative tools like email, video conferencing, and classroom wikis. These types of activities can present new challenges for struggling students and students with disabilities.

1. Characteristics of educational media

Educational Media has some characteristics; Arsyad describes those characteristics, namely;

a. Fixative property: The uses of media are to record, save, reconstruct events and object. So, media can explain or show an event which only happened once in a time easier.

b. Manipulative property: transformation an event or object. An event that happen can be rewind fast forwardly, slow it down or cut to the other important parts which can be used to explain that event. For example: butterfly’s life cycle.

c. Distributive property: a distributive characteristic of media make an object or event possibly transported through space, and at the same time that event preserved to the majority of students with experience stimulus relatively same about that event.24

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24 Ashar Arsyad., ibid. p.13-14
2. Function of Education media

In the teaching learning processes there are two important elements, they are: teaching method and teaching media. Both of them are related things that cannot be separated. In choosing teaching method can influencing the proper teaching media, although there is another aspect which has to be concerned in choosing media Such as: teaching purposes, kinds of assignment and students response after they have been taught and teaching context including students’ characteristics. Thus, it can be said that the main function of teaching media is a helping tool that influencing situation, condition and environment which created by the teacher.25

Levie and Lentz stated that teaching media has four function, they are:

a. Attention function: it means that visual media is a center, it is interest and directing students’ attention to concentrate to their lesson.

b. Affective function: visual media can be seen from students’ level enjoyable when they learn or read drawing text.

c. Cognitive function: visual media can be seen from research finding that visual sign or picture can make teaching purposes deliver fluently and remember information and message in the picture.

d. Compensatoris function: teaching media seen from research finding that visual media which give context to understanding the text. To help the

lower students in read and organize information in the text and remember it again.\textsuperscript{26}

C. Theoretical background

Based on Brunner, there are three main levels on learning modus.

1. Real/ direct experience (enactive).
2. Pictorial experience/ picture (iconic).
3. Abstract experience (abstract).\textsuperscript{27}

The theory above is how to get experience, the teacher as message source delivering the message into special symbols, it’s called encoding. And students as message receiver analyze the symbols until they understand the symbols as message, it’s called decoding.

Communication messages from teacher to the student can be seen below:

<table>
<thead>
<tr>
<th>Message production</th>
<th>Message receive and interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking, singing, playing music, etc.</td>
<td>Listening</td>
</tr>
<tr>
<td>2. Visualize through film, picture, cartoon, model, statue, graphics, cartoon, non-verbal gesture.</td>
<td>Observation</td>
</tr>
<tr>
<td>3. Writing or brainstorming.</td>
<td>Reading\textsuperscript{28}</td>
</tr>
</tbody>
</table>

\textsuperscript{26} Ashar Arsyad, ibid. p17
\textsuperscript{27} Ashar Arsyad., ibid. p.7-8
\textsuperscript{28} Ashar Arsyad., ibid. p.8
D. Review of Related Study

In this session there are some similar researches with researcher’s topic which are done by other researchers.

The first previous study is a thesis done by Rintha Sugiarti Yuniasari with title “Films as media in teaching narrative writing in the eleventh grade of high school”. On her research she concludes that through films as media students could get positive changes in doing narrative writing even though some of them still got difficulty to present it. The students can improve their ideas in developing their narrative writing. Some of them have begun to be able to identify and apply the generic structure in each event of the story.29

The second research is as thesis done by Pratiwi Wijanarti “The use of ‘movie clips’ as the media in teaching interpersonal and transactional dialogues in speaking”. She concludes that the implementation of language teaching video to teach vocabulary for the third graders of SDN 129 Greges is based on that fact. She collected some data from the first observation in that school, then she plans some teaching media to solve that problem, and one of them is movie clips. The movie clips is shown during the active time as the first model for the students to face the situation which given later by the teacher. After watching the movie clips, students’ ability in speaking especially interpersonal and transactional dialogue has increased. In the first cycle, there were 17% of student reached score ≥80. For the second cycle,

29 Rintha Sugiarti Yuniasari. “Films as media in teaching narrative writing in the eleventh grade of high school”. (State University of Surabaya: unpublished bachelor thesis 2010)
student who reached that mastery score was increase into 37%. In the third was cycle was surprising too since that class has 51% student who got score ≤80. Finally the last cycle prove that using movie clips, help students to develop their skill. It showed with the increase of improvement around 83% of students. It was the greatest achievement for that class.30

The third research is a thesis done by Abdurrahman ‘the correlation between students’ achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya’ he found out that the mean of the score of the vocabulary test is 71.56. It means scores of the vocabulary test is good. The mean of the scores of the student’s achievement in reading comprehension is 73, 44 which means that the mean of the scores of reading comprehension test is good, and the result of applying the rxy distribution showed that the coefficient correlation is 0, 46. It means that there was a significant correlation between students’ achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya.31

The fourth research is by Nafisatul Mutmainnah ‘the effectiveness of using film in teaching descriptive writing at SMP Negeri 1 BUNGAH GRESIK’. On her research, she used experimental method. She takes 60 samples from 150 students. She used random sampling. She used experiment research by pre-test and post-test. In experimental research, the experimental group divided into experimental and control

30 Pratiwi Wijanarti “The use of ‘movie clips’ as the media in teaching interpersonal and transactional dialogues in speaking” (State University of Surabaya: unpublished bachelor thesis)
31 Abdurrahman ‘the correlation between students’ achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya’ (State Institute for Islamic Studies Sunan-Ampel Surabaya: unpublished bachelor thesis 2011)
group. The data from her study was statically computed using person formula. The obtained of t-value was 4.37 while the critical value of t-table with α = 5% and df was 2000. Because t-value higher than the critical value, the hypothesis said that teaching descriptive writing using films is more effective than without using film.\footnote{32 Nafisatul Mutmainnah ‘the effectiveness of using film in teaching descriptive writing at SMP Negeri 1 BUNGAH GRESIK’ (State Institute for Islamic Studies Sunan-Ampel Surabaya: unpublished bachelor thesis 2011)}

E. Hypothesis

After reviewing some researches done by others, researcher takes a conclusion that the influences of watching cartoon movie clips in learning English vocabulary are significant. That is why researcher takes this title to do this research. Hopefully, after doing this research, the researcher will get benefits as described above.