

CHAPTER II

LITERATURE REVIEW

A. Definition of Vocabulary

Every language has a list of words. The words are used to express human feelings or thoughts in spoken and written forms. Every word has its meaning. Vocabulary may have a wide definition. The definition may be different from many experts. According to Harmer (2007), vocabulary as units used to construct sentences to express a particular meaning. This means that the learners have to understand the meaning to be able to use it.

English vocabulary is required and students should understand a lot of vocabulary to communicate successfully. Furthermore, Hanson and Padua (2011), vocabulary referred to the words that are used in spoken and written communication. The spoken vocabulary contains words that are recognized and used in listening and speaking. While written vocabulary contains words that are recognized and used in reading and writing. In order to be able to communicate using spoken and written vocabulary, the learners must be able to use words that they recognized and understood.

Vocabulary has an essential role in learning language skills. Moreover, Viera (2017) states that vocabulary is a necessary tool for mastering all language skills. It means that learner must learn vocabulary because, without vocabulary, learners will be difficult to master the four English skills which are listening, speaking, reading, and writing. Therefore, the more vocabulary meaning the learners know, the more confident and understand they are.

Based on the explanation above, it can be concluded that vocabulary is a unit of words with meaning that is used in listening, speaking, reading, and writing. It is used to express feelings, thoughts and information to other people. In order to apply vocabulary, learners must have a lot of practice. It will make them easier to communicate in spoken and written form.

B. The Importance of Vocabulary

Mastering a large number of vocabulary is very important for students. The students will have some difficulties in improving the four language skills without mastering it. It means that in learning a foreign language, students usually begin to learn vocabulary before they develop it in the four English skills. According to Richards and Renandya (2002) describes vocabulary as the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write. The learners need to develop their vocabulary in order to learn a language. By having more vocabulary, it will be easier for someone to master language skills.

In the context of learning a foreign language, vocabulary implies a basic knowledge and use in the form of words that are used in learning a particular language for students. In the field of EFL students, vocabulary acquisition has an important role because without a wide vocabulary, they will be difficult in applying language, either structural or functional of communication (Alqahtani, 2015, p. 55). It can be concluded that to master a language, it is necessary to have more vocabulary in order to communicate effectively by using words in appropriate conditions.

C. Kinds of Vocabulary

Vocabulary is essential for teaching English, especially in junior high school because without enough vocabulary students will be difficult to understand or express their ideas. According to Nation (2013), there are two kinds of vocabulary, they are:

1. Receptive Vocabulary

Receptive vocabulary is the words that the learners receive from others through reading and listening. After that, they will try to comprehend it. The receptive vocabulary is also referred to as a passive process since the learners get information only from others. The receptive vocabulary is considered a basic vocabulary in language implementations. It is much larger than productive vocabulary because learners more known the words when they listen and read.

2. Productive Vocabulary

Productive vocabulary is the words that the learners produce by speaking and writing to express their ideas. It means that learners understand the words that they used. It includes the receptive vocabulary and ability to use it in appropriate time. Thus, productive vocabulary is considered as an active vocabulary. It is because the learners can produce the words to share their thoughts.

D. Aspects of Vocabulary

In teaching vocabulary, there are some aspects that need to be considered by the teacher. According to Ur (2012, p. 60), the aspects of

vocabulary that is needed to be taught to the students. It can be seen as follows:

1. Form : pronunciation and spelling

The learner must know the sounds of words (pronunciation) and the form of the words (spelling) they learn. These characteristics are the early stages in learning vocabulary that are not in the L1. By knowing the pronunciation, learners may have long-term memory in remembering words. Besides, spelling is also important in order to make students know how does the word look like in written and spelled. By knowing the form, students know the meaning of the words. Therefore, both aspects must be accurately learned and presented.

2. Grammar

The grammar of a new item will be necessary to be taught if this is not covered by general grammatical rules. In certain grammatical contexts, an item might have an unpredictable change of form, or may have some ways of connecting with other words in sentences. Learners must receive this information while teachers are teaching the basic form.

3. Collocation

The collocation is another factor that makes a particular combination sound right or in a given context. It means that collocation is a pair or group of words that are habitually juxtaposed. Collocation is word partners, for example, *fast car* not *quick car*, even though *fast*

and *quick* has a similar meaning. This is called collocation. In dictionaries, collocations are often stated, either by providing the whole collocation in one of the headwords or by mentioning brackets.

4. Aspect of meaning

a. Denotation, connotation, and appropriateness

Denotation means a word refers to literal meaning which exists in a dictionary. Denotation is sometimes contrasted to connotation, which contains associated meanings. Connotation is often described as either positive or negative feeling which a word invokes for a person. It may not be defined in a dictionary definition. Another aspect of meaning which needs to be taught is the appropriateness. Students have to know how to use a word in a certain context.

b. Meaning relationship

A word may have relations in meaning with another word. There are several relationships which are synonyms, antonyms, hyponyms, co-hyponyms or co-ordinates, superordinates, and translations. Synonyms represent items that have the same. Meanwhile, antonyms describe items with opposite meaning. Hyponyms mean items that serve as particular examples for the general concept. Co-hyponyms or co-ordinates represent other items which are having the same kind of thing. On the other hand, superordinates is general concepts that cover specific items. Furthermore, translation means words or expressions in the mother tongue of learners that are similar in meaning to the item

being taught. Each of these meaning relationships can be used for teaching to explain the meaning of a new item, or for practice or test content.

5. Word formation

Vocabulary can be separated into its component. It is called word formation. Word formation may also produce word meaning in terms of their grammatical contexts. It means that how the prefixes and the suffixes work.

Based on the explanation above, the main focus of this research were spelling and meaning. These aspects were found in descriptive text.

E. Types of Vocabulary

There are several types of vocabulary. According to Fries 1973 (as cited in Kurniawati, 2019), categorizes vocabulary or word as content words, function words, substitute words and distributed words.

1. Content words represent the name of objects or things, that is a concrete noun (lion, crocodile, monkey), an action that is verb (reproduce, bite, run), and the qualities of these things that is adjective (big, strong, sharp), and adverb (jungle, corner).
2. Function words are words used to express relation grammar and structure. The words which are included in function word are auxiliary verbs (are, be, have, do, etc.), articles (the, a, and an), conjunctions (and, but, or, because, after, etc.), preposition (in, at on, during, until, etc.), pronoun (I, you, him, her, them, etc.), noun determiner (which, this, that, each, much,

some, many, etc.), substitute nouns (all, little, some, such, etc.), and intensifier (almost, enough, quite, rather, etc.).

3. Substitute words are words that represent the individual things or specific actions as substitutes for whole form classes of words. In other words substituted words are indefinite pronouns such as anybody, anyone, anything, everybody, nobody, nothing, etc.
4. Distributed words are words distributed as the presence of a negative according to grammatical matters such as either, too, or yet.

According to the explanation above, there are several types of vocabulary on purpose. This study focus on the function words because it consists of words that has various parts such as verb, noun, adjective, and adverb, but the researcher chose two part of speech namely, noun, verb and adjective in applying Animated Movie. It is because those part of speech were included in descriptive text.

F. Teaching Vocabulary

Teaching vocabulary is an activity aimed at gaining new words to develop the language. Vocabulary is essential in English language learning because without it, students cannot communicate their own thoughts (Lessard-Clouston & Michael, 2021). It means that students need to have some vocabulary to make them easier to commiunicate. The teacher needs to consider some factors as the base before teaching vobulary. Moreover, Thornbury (2002) describes some factors that are related to teaching vocabulary: (1) The level of learners (whether beginners, intermediate or

advance). It means that the teacher should provide the material that is appropriate to the students' level. (2) The learners' likely familiarity with the words. It means that the learners have met the words before even they are not their active words. (3) The difficulty of the items. For example, in translating words, they may have difficulty in expressing the concrete meaning of words. (4) Their 'teachability'. It means that the teacher needs to consider the words that easily to be explained and demonstrated. (5) Whether items are being learned for production (speaking and writing) or recognition only (listening and reading). It means that the teacher needs to consider the number of words that will be taught.

The teacher needs to be able to make students in the classroom engaged and exited in the teaching and learning process. The teacher has to prepare and find the appropriate teaching media that will be applied to the students. It means the teacher has to select the appropriate media. Thus, the reseacher used the Animated Movie in teaching vocabulary.

G. Animated Movie as Teaching Media

1. Definition of Animated Movie

In the teaching-learning process, there is a tool that can help teachers in teaching called media. According to Kutbi, (2015) defines that media learning is a multi-mode delivery content that includes both visual and auditory information. From the definition above, it can be concluded that media is anything that carries the information between communicator

and communicant. The aim of media is to facilitate communication and learning. One of the media that can be used for teaching is animated movie.

Animated movie is an audiovisual media that can be used in the teaching learning process. According to Bordwell and Thompson (2008) state that a movie is made of a sequence of frames. The audience will see a package of frames. While watching the movie, they will see continuous light and movement.

Animated movie is not only entertaining but also can help the teaching-learning process. The animation is a medium of communication that can be used for specific purposes, such as intentional practice and simple entertainment (Moreno, 2014). It means that Animated movie can be a fun media of learning. It is not only can interest the students in learning but also can be a teaching medium. The example of the movie can be seen below.



Figure 1 Peppa Pig Goes to The Zoo

Peppa Pig Goes to The Zoo is one of the titles of kids animated movie from British preschool animated television series by Astley Baker Davies. This movie is chosen according to the participats English

proficiency level and their similarity in form with the words taught in their textbook. The length of the movie is 4.30 minutes in a slower pace, along with English subtitles. Therefore, it will not consume a lot of time to watch the movie and easy to understand by students. It provides vocabulary relate with the words that students need to learn based on the syllabus. The story represents real-life situations,

Based on the definition above, the researcher concludes that animated movie is a set of scene with movement that contains audiovisual, which also can be used as teaching media.

2. Characteristic of Animated Movie

Animated movie contains animation which is known as a sequence of images or cartoon that produce an illustration of movement. In general, the images are drawn directly onto the film strip, or a camera can take pictures of drawings to make them look keep moving. Animated movie is generally for kids, but it can be enjoyed by all. However, this kind of movie is different from live-action movie. It has its characteristic.

Animated movie is different with other kind movies. According to Rahmani (2018), some characteristics of an animation movie: (1) Action is the one who is playing out the story. The character is usually dubbed by a native speaker who enables histories for learners to understand spoken English. (2) Location is the accuracy and the atmosphere of the movie depending on the context of the movie to be filmed. It means that in this part, learner can see the place of the movie. (3) Timing of the movie. It

means that the audience will see the time based on when the story happens.

(4) Music and sound. The audience may listen to music or even back sound, for example, footsteps, people talking, and bird chirping in the movie.

Based on the statements above, animation movie has some characteristics which are able to attract students' interest in learning vocabulary. By watching the movie, learners not only can see but also listen to the situation from the movement produced by the movie. It also helps them to know the meaning of the content.

3. The Advantages and disadvantages of Animated Movie

Animated movie provides some advantages for students in learning English vocabulary. First, movie can be an enjoyable and motivating resource for students. There are some reasons to use movie in EFL classroom are authenticity, the quality and amount of feedback from movies on language learning, for example, the focus on foreign language and the entertainment aspect of movies that also influence the motivation of the students (Ruusunen, 2011, p. 7).

Second, movie can keep the interest of students in learning English. Xhemaili (2013) explains that students are more motivated in watching and listening in real-life situations rather than follow the activities in their book. The movie can bring a fun environment. Thus, it will make them stay interested in learning English.

Third, movie can increase students' vocabulary. According to Putra (2012), while watching English movie with English subtitles, the students can learn some new words used in the movie and also help them to gain new vocabulary. By watching English movies, the students will know the meanings of the words and learn which words may be used in appropriate situations.

Besides the advantages, Animated movie also has weaknesses. First, watching movie takes a long time and students can get bored. Based on Xhemaili (2013) a movie usually reduced the active time by even more than an hour, making it a boring time for students to finish the movie until the end. Second, students prefer to look at the characters of the movie rather than focus on the instructional goal. Wang and Zhang (2012) states that the students may be attracted by the actors and actresses of the movie and forgot about the aim of watching the movie.

To overcome the disadvantages of Animated movie, the researcher taught the students by using short English Animated movie to save time in learning. The researcher will also remind students of the instruction goal before and while watching the movie. It is done to keep students' concentration on their tasks. If the students start not to focus, the researcher can also pause the movie and then remind them about their exercise.

In conclusion, movie can be used by English teacher to develop students' vocabulary. It gives several benefits in learning English. The

students may acquire new vocabulary. It also affects students' motivation in learning English.

H. Teaching Vocabulary through Animated Movie

English Movies provide effective resources of audiovisual activities for the progress of fluency. The important matter in using movies effectively depends on the teacher's ability to convince students to receive the message from the movie. Referred to Hadijah (2016) provides three phases of teaching English by using video that can be implemented by the EFL teachers during the learning and teaching process which can be seen as follows:

1. Pre-Activities

In this phase, the teacher have a role in preparing students before watching the video to activate students' background knowledge in order to help them understanding what information that they are going to learn. In this part, the teacher can implement silent viewing/prediction/partial viewing to make students participate actively in teaching and learning process because those ways were designed to encourage students to be active by showing the partial part/component of the video. These ways can engaged students to predict the information they are going to acquire.

2. Main Activities

In this part, the teachers have to encourage the students to be active viewers. The students not only watch the video but also try to collect the information. The teacher need to be able to deisgn interactive activities that can engaged students to be active. After watching There are some ways that can be

applied by the teachers which are sound on vision off, active viewing, freeze framing , and dubbing. The teachers have to prepare the students' activities guidelines.

3. Post-Activities

As the last part, the teachers need to make the teaching the teaching and learning process be meaningful as closing activities. Commonly, the teacher give the students test to know how far the students learn from the video. However, the teachers can ask the students that engage them to deliver their opinions.

Based on the guidelines above, the researcher also applied a procedure in teaching vocabulary by using Animated movie entitled Peppa Pig Goes to the Zoo which can be seen as follows:

- a. In order to activate the students' prior knowledge, the teacher started to ask the students to watch a video which consist of part of the movie and then ask them to predict what information that they find in the video
- b. The teacher asked the students to watch the movie with English subtitles. In this part the students were allowed to take notes on the unfamiliar vocabaulary.
- c. The teacher asked them to find the meaning and spelling of the vocabulary with their friends and discussed it in the classroom with the teacher.
- d. In order to know how well the students understand about what they learn, the teacher asked the students to answers short test in a specific time to avoid them in using dictionary.

I. The Teaching of English in MTs Negeri 2 Pontianak

1. Curriculum

Madrasah Tsanawiyah Negeri 2 Pontianak implements *Merdeka* Curriculum since 2022. In the implementation of this Curriculum, the school had change the name of each class into the students' interest of subject such as English, *Matematika*, *Seni*, *Kebangsaan*, *Tahfidz*, *Olahraga*, *IPA*, *IPS*. The school also increase the students' study hour based on their interest subject which is put on Friday. It means that every class has three days in a week of their interest subject. Meanwhile, the teaching and learning in the school still implemented Curriculum 2013.

2. Teachers

The teacher in the school mostly use students workbook (LKS) to explain the material then write the vocabulary and its meaning on the white board. Moreover, the teacher also implement some games in delivering the material to make the class more fun and engaging especially to make students motivated in learning. Additionally, the teacher also use teaching media such as printed media, but the teacher rarely use audio visual media especially a projector to teach the students in the classroom since the school only has one projector.

3. Facilities

The school has several facilities to support the learning and teaching process including a projector. The projector is used as the supplementary

tool for teaching in the classroom. Unfortunately, the school only has one projector. Thus, the teachers must use it in turns.