

## Chapter Two

### Literature Review

To support this study, the researcher provides literature review related to the topic of this study that is about the definition of movie, the benefit of English movie, kind of movie, the definition of vocabulary, kinds of vocabulary, the problem in learning vocabulary, vocabulary learning strategies, learning vocabulary through English movie. Review of previous studies is also included in this chapter.

#### Movie

Movie is one of the visual aids used in English teaching and learning process. One of the advantages of using movie as learning medium is helping students learning vocabulary. There are many experts defining movie. The definition of movie is explained below:

Definition of movie. Students can learn English by using English movie. It can develop vocabulary of the students and effective for using as media for learning activity. According to Afif (2016), movie is a long prose that describes intimate human expression; there are complex plot, many characters, and various settings in a movie. In addition, Thommy (2009) defined movie as a story with the prose form in long shape; the long shape means the story including the complex plot, characters, and setting to be shown in the cinema or television

Based on the researcher's experience, the researcher uses movie as a media of learning vocabulary. Movie is one of the visual aids that can be used in learning vocabulary. Movie is not only used as a medium in learning, but it also teaches people about history, human behavior, and

any others subjects. An opinion about movie was given by Summer (2005) who stated, “movie is a roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema. A story, play recorded on film to be shown in the cinema, on television” (p. 476).

Meanwhile, Students can learn English through watching English movies. In addition, student can read the English subtitle to make them understand more about the language. Azhar (2011) stated, “movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the picture in the screen looks alive” (p. 49). In addition, Jesse (2007) stated that movie is a photographic record of an artistic performance, but it is not an artform in its own right. In connection with this, Nurdiantoro (2008) said, “the English movie provide knowledge to the audience of the tradition, culture, customs, war events or events in other aspects of life in countries or areas used by the author of the story setting” (p. 18).

It can be concluded that movie is not only about the story that describes a human feelings, but it also provides some aspects related to human life such as tradition, culture, customs, and event in country. From movie, the students can learn a lot of things, and they can take a lesson about everything that happens around them.

Kinds of movie. Before students learn vocabulary, they should know kind of movie which is suitable to them. According to Samuel (2006), there are several kinds of movies; the first type is action; these types of movies are high octane, big budget movies that show many physical stunts. If there is heroism, fights involving guns, swords or karate moves, horseback action or any destructive forces of nature, it is an action movie. In action movie, there is usually a fight between the good guys and bad guys, for example Fight Club.

The second kind of movie is adventure. This type is like thrilling stories taking the audience to wondrous places. This type is similar to action films. Indian Jones movies belong to this category.

The third type is comedy. Movies in this type are loved by young and old people for the feel of good content. A comedy movie can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Meet the Fockers is an example of a comedy movie.

The fourth type is crime and gangster films. The films in this type are such films tracing the lives of fictional and true criminals, gangs or mobsters. Serial killer films may be included here, for example Gangs of New York.

The fifth type is drama. This type of movie is usually sensible with a strong plot. Dramas depict true stories or real-like situations. The character development is note-worthy, for example Little Women.

The sixth type is epics or historical. The movies in this type involve elements like war, romance, and adventure. The sets are created carefully to reflect the time period. Ben Hur is a classic example. Historical movies tend to pay homage to a legend or hero.

The seventh type of movie is horror movie. The audience can either love them or hates them. These films expose the audiences' fears and give rise to nightmares. Horror films provide catharsis but others can barely sit through a movie, due to the violence and gory scenes. The example of horror movie is Jaws.

The eighth kind of movie is musicals or dance. The movies in this type are entertaining films that are based on full scale scores or song and dance. They can either be delightful, light-

hearted films for the whole family (i.e. The Sound of Music) or contain a dark aspect (Sweeney Todd) that is explored through music.

The ninth is war films. War films are very true to real life, and these films often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological damage to soldiers and the pain of families waiting at home. The example of war movie is Flags of Our Fathers.

The tenth kind is westerns. This genre is central to American culture and to its film industry. They speak of the days of expansion and the trials with native Indians. The plots and characters are very distinctive. For example of western movie is Sundance kid. The last type is animation. Computer graphics and special effects are the backbone of these films which are enjoyed by the young and old. The example of animation movie is Coco.

Based on the definitions above, it can be concluded that there ten kinds of movie which can be watched by students. The types are action, adventure, comedy, crime and gangster, drama, epics or historical, horror, musical or dance, war, westerns, and animation. Since there are many kinds of movie, students can choose what movie they like.

## Vocabulary

One of the important elements which must be mastered by students in learning English is vocabulary. If students do not know any words in English, they will be difficult in acquiring the language. Thus, vocabulary plays an urgent role in the proses of learning English. In this part, the researcher explains the definition of vocabulary based on experts. The explanation is presented below:

The definition of vocabulary. Before knowing the importance of vocabulary, everyone should know the definition of vocabulary itself. Vocabulary is one of important elements that students should learn in English language classroom. According to Burns and Broman (2006), “vocabulary is the stock of words used by people and class or professional, yet each clearly different” (p. 8). It means that vocabulary is words that are used by people to express their feeling. Kamil and Hiebert (2007) stated, “vocabulary is knowledge of words and word meanings” (p. 8). In addition, Richard (2001) said, “vocabulary is one of the components of language and one of the first things applied linguist turned their attention to” (p. 4). Hornby (1995) as cited in Alqahtani (2015) stated, “vocabulary is the total number of words for making up the language” (p. 24). The basic thing in learning language is acquisition of vocabulary. Zimmerman as cited in Coady and Huckin (2007) states, “vocabulary is central to language and critical important for language learner” (p. 11).

According to the definitions above, the researcher concludes that vocabulary is a tool or verbal that represents concept or idea with its definitions in an alphabetical list, in which the tool can amuse very amazing to human beings. Additionally, vocabulary is a word that learners know in a particular language, and it is one of the components of language having meaning and definition. Vocabulary is a key for the learners to get a success in their learning process. Hence, it is urgent to master vocabulary.

The importance of mastering vocabulary in learning English is stated by Nunan (2009). Nunan stated, “vocabulary mastery is important in the second language acquisition” (p. 118). Additionally, Wilkins (2010) wrote, “without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (pp. 111-112). Mc Charty (2004) said, “even though someone has mastered sounds of L2, without words to express, communication cannot happen in

a good way” (16-17). It means that vocabulary is the central thing in learning language. From the vocabulary, people can improve their ability in learning language. Besides that, people can improve their skills in reading, writing, speaking, and listening through vocabulary.

Vocabulary mastery. Vocabulary is one of the important elements in learning a language, students need to master vocabulary. Longman (2005) said that vocabulary is a list of words, in alphabetically arranged and with explanations. According to Merriam (2007), vocabulary is a list or collecting of words and phrases usually alphabetically order and explained. It can be concluded that vocabulary is a list of word usually in alphabetically with explanation of their meaning.

People use vocabulary in their activities. Vocabulary is word that usually used by people to make up a language, and it is also used as the element of language which is used in speaking, listening, reading and writing. Therefore, if people want to master a language, they must master vocabulary too.

Merriam (2006) also stated same meaning that “mastery is the skill or knowledge in a subject that makes one a master in it” (p. 20). According to Thorndike (2007) mastery is a great skill or knowledge. Mastery is great skill or knowledge in a particular subject or activity. So, mastery is a level of performance shows that students have demonstrated the knowledge and skill in particular subject or activity.

Based on definitions about, it can be concluded that vocabulary mastery is a great skill or knowledge of word and meaning showing the level of performance of student in particular activities in both oral and print language

Learning Vocabulary through Watching English Movie

Based on a research written by Madame (2015), movies provide exposures to “real language,” used in authentic settings and in the cultural context in which the foreign language is spoken. It means watching movies can develop the ability of students to speak English because the movies may affect the development of vocabulary easily. Based on a research written by Madame (2015), movies are an enjoyable source of entertainment and language acquisition. It means movies can refresh our mind and can relieve stress because of difficult assignment, assessment and lesson because watching movie is very fun.

Nowadays, there are many English movies that we can watch in the cinema or television which can help the students’ master English vocabulary and learn the histories, cultures, and messages from the movie. According to Richards and Schmidt (2010:389) the use of several different types of media for a single purpose, e.g. as in video that uses film, audio, sound effects, and graphic images. 2. A collection of computer controlled or computer mediated technologies that enable people to access and use data in a variety of forms: text, sound, and still and moving images.

Based on a research written by Tafani (2009), watching movies is very important as it increases students’ visual and critical awareness. It means movies have positive impacts on students. Based on a research written by Madame (2015), while watching the movie and completing the vocabulary activities, students acquire and use new words. It means that English movie can provide a new vocabulary that has never been heard by the student and the student can develop vocabulary by reading the English subtitle, or by listening to a conversation in English movie.

It concludes that watching English movie will help students to improve their vocabulary in English. Beside that, watching an English movie will also help students in understanding their listening skill because they can get a lot of vocabulary.

### The Problems in Learning Vocabulary through Movie

However, there are some problems in improving vocabulary through watching English movie. The researcher found four problems in learning vocabulary. The problems in mastering vocabulary are presented below:

The students cannot recognize the certain word. Sometimes the actor or actress speak like mumbling, it makes the students who are lack of vocabulary cannot understand very well about the movie they watch. Jesse (2008) stated that students who do not recognize certain word will get problem in mastering vocabulary.

The actor speaking too fast. Some characters in a movie speak too fast. It makes the students cannot understand what they said. Based on Jesse (2008), some characters in movie speak quickly which can cause the audience do not understand the conversation. Thus, speaking too fast is one of the problems to improve vocabulary by watching movie.

The students watched an old movie. According to Berlin (2007), old movie are film that are of lasting worth or timeless quality and it play around ten years ago. They are well-made with great acting, music and dialogue. Their attention to historical details, costuming and scenery are well thought out and done right. If the students watch an old movie, sometimes the vocabulary is just rarely heard. It is because the language evolved. As mentioned by linguist Noam Chomsky (2016) stated that language [evolved](#) is a result of other evolutionary processes,



essentially making it a byproduct of evolution and not a specific adaptation. As a result, the students cannot understand the language in an old movie. The reason is because the language is just too old.

The movie is about literary movie. Literary movie one of the problem students faced in learning vocabulary through watching English movie. According to Shout (2008), literary movie is a movie that adapting from a literary source like novel, short story, poem to another genre or medium, such a film, stage play or video. The language in the poem is hard to understand, because the poem expresses views and emotions of the poet that many people cannot understand. Sometimes, the word used indicates a reference to something different that is original meaning. Sometimes, a single stanza can contain a huge which can be difficult to grasp for students who learn vocabulary by watching English movie.

From the explanation above, it can be concluded that there are problems in mastering vocabulary through watching movie. There are four problems faced by students in improving vocabulary using movie. The first problem is students do not recognize certain words. The second problem is the characters in the movie speak too fast. The third difficulty is the movie is old in which the language is rarely heard, and the last problem is the movie which consist of most poem can make students do not understand. Therefore, the strategy to improve vocabulary through watching English movie is needed.

### The Strategies in Improving Vocabulary Mastery through Watching English Movie

One of the ways to improving vocabulary is through English movie. According to Hiller (2005), movie is a very effective way for developing vocabulary mastery and improving speaking comprehension skills. Improving vocabulary in English language classroom also will

help students in improving students' speaking skill. Krishnasamy (2017) stated that to acquire a lot of vocabulary, learners can do communication, listen to music, watch movie, and read a book. It can be said that watching English movie is one thing that students can do to learn vocabulary and improve their vocabulary mastery

Improving vocabulary takes time and effort. It is not easy to improve vocabulary in short time. Watching is a part of learning vocabulary. In watching movie, people should know the meaning of the words or the conversation. If they do not know the meaning of words, they should look for the meaning of the words, and it will improve their vocabulary.

Strategies should be useful in a situation where the students encounter new and unfamiliar words, also help students to use words that they hear and see According to Gilbert (2008) and Hilton (2007) as cited in Weiser (2013), improving vocabulary can be done by having clear vocabulary instruction, watching movie, getting opportunities to use words in activities such as discussion and writing, and having strategies to help determine word meanings independently. It refers that improving vocabulary can be done in a lot of ways.

Based on a research written by Franklin (2008); Loftus and Coyne, (2013) as cited in Kinsella, Stump, Feldman stated that strategies to build vocabulary are integration which means connecting new vocabulary to background knowledge; repetition is using the word or concept many times; meaningful use is multiple opportunities to use new words in reading, writing, and discussion. It means that integration, repetition, and meaningful use are several ways to improve vocabulary.

There are some strategies that students can use in learning vocabulary through watching English movie. According to Kinsella, Stump, Feldman (2013), looking up the word in the

dictionary, using the words in the sentence, using word in a context, and memorizing definition are something that learners can do in learning vocabulary. Brown and Payne as cited in Hatch and Brown (1995) mentioned five essential steps in learning vocabulary; the steps are having sources for encountering new words, getting a clear image, either visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meanings of the words; and using the words.

Students can quickly learn new vocabulary if the students know about the strategies to learn vocabulary through watching English movie. According to Schmitt and McCharty (2007) divided the taxonomy of vocabulary learning strategies into four groups. The first is discovery strategies. In this stage, the students must discover the meaning by guessing from structural knowledge of language. The second is social strategies. In this stage, the students will discover the meaning of words by asking other people or asking someone who knows. The third is memory strategies. Memory strategies are related to the word to be retained with some previously learners' knowledge, or use imagery or grouping. The last is cognitive strategies. Cognitive strategies are similar with memory strategies but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating, and using mechanical means to study vocabulary. In summary, there are many strategies which can be done by students to improve vocabulary through watching movie.

### Review of Previous Studies

In conducting this research, the researcher reviewed some prior studies. The first research is about improving the students' vocabulary mastery through English video written by Aji (2011). In this research, the researcher investigated whether English video can improve the vocabulary mastery of the second grade students of SD N Pejuang 3 Bekasi, in academic year of

2014/ 2015 and to describe what happened during the implementation of English video in teaching vocabulary to the second grade students of SD N Pejuang 3 Bekasi, in academic year of 2014/ 2015.

This research shows that the implementation of English video can improve the students' vocabulary mastery. There were several improvements reached by the students. The improvement was not only on their academic score, but it also affected their behavior to the lesson. Besides that, this research shows that during the teaching and learning process, the students were more active, enthusiastic and also interested in taking part in the lesson. They were not shy anymore, and they were highly motivated to join the instructional process.

The second research is about *The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers* written by Kabooha and Elyas (2014). This research aims to examine the improvement in vocabulary comprehension and retention of Saudi English as foreign language female students at King Abdul Aziz University Jeddah, Kingdom of Saudi Arabia as a result of integrating YouTube in their reading classes. The result shows that the participants positively viewed the use of YouTube in their lessons. The findings also revealed significant improvement in the students' vocabulary achievement.

The similarity of the first and the second research is both of the research aim to find out the ways to improve students' vocabulary mastery in EFL classroom. The difference of these two studies is the media used in the research. The first research used English video. It means that the researcher used an English video as media of learning in this research. Then, the second research, the researcher used YouTube in multimedia instruction for vocabulary learning.

The similarity from both previous researches with this research is all of study focuses on improving students' vocabulary mastery. Then, the difference is the media used in the research. The first research used English video; the second research used YouTube in multimedia instruction, and this research used English movie. The result of the first previous research shows that the implementation of English video could improve the students' vocabulary mastery. The second previous research revealed significant improvement in the students' vocabulary achievement.

## Conceptual Framework

The following is the conceptual framework of the study. Based on the objective of the study this research wanted to find out; first is the students' problem in learning vocabulary through watching English movie and second is the strategies in improving vocabulary mastery through watching English movie.

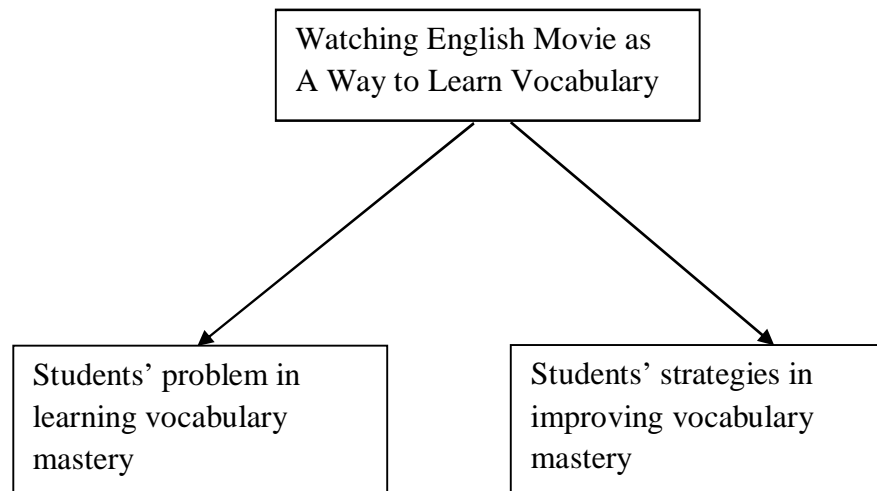


Figure 1. Conceptual framework