

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses: vocabulary (vocabulary mastery, classification of vocabulary, teaching vocabulary, strategy in teaching vocabulary), cartoon movie (the nature of cartoon movie, cartoon as a teaching media, the use of cartoon movie “Luca”), and previous study.

A. Vocabulary

1. The Nature of Vocabulary

Birinci and Saricoban (2021) as cited by Syahfrizal (2021) stated that without learning foreign language vocabularies no one can learn, communicate, and shape sentences within the target language. According Finnochiaro as cited by Uswatun Hasanah (2016), vocabulary is a language's content and capacity expressions that have been completely adapted to the point where they can be used in the execution of any communication act.

According to Cameron, as cited by Hasanah (2016), one of the linguistic perspectives that should be taught is vocabulary. Learning vocabulary is important since we must know the vocabulary in order to be able to speak, write, and listen in a nice manner. A person is said to "know" a word if they can recognize its meaning when they see it. It means that when acquiring vocabulary, we must know the word, understand its meaning, and be able to use it in a sentence.

According to Richard, as mentioned by Fatimah (2019), vocabulary is one of the greatest elements of language and one of the most important things to which linguists have given thought. Vocabulary is a rundown of words with their suggestions, especially in a book for learning an unknown dialect. It tends to be reasoned that vocabulary is a significant piece of the language that should be learned so that it very well may be utilized in each demonstration of correspondence. Since vocabulary assumes a significant part in language, particularly individuals who need to become familiar with an unknown dialect then, at that point, learning vocabulary is one viewpoint that should learn since, supposing that we need to have the option to talk, compose and listen well, then, at that point, we should know the vocabulary.

2. Vocabulary mastery

Vocabulary mastery is always being an important component of English. According to Lewis and Hill, as cited by Hasanah (2016), vocabulary mastery is important for students; without it, they will face a variety of difficulties when using English. It means that vocabulary authority is important for students as a rationale for figuring out how to improve language skills; if students do not have an excellent understanding of English vocabulary, they will have difficulties communicating. Students are expected to master as much vocabulary as possible in order to improve their language abilities. Because vocabulary mastery is crucial in learning English, students should continue to develop all words. If understudies can master vocabulary, it will help them master English.

3. Classification of Vocabulary

Active vocabulary and passive vocabulary are two types of vocabulary, according to Harmer (1991), as cited by Munir (2016). The understudies use active vocabulary in their verbal and written presentation. The terms that the understudies have a good understanding of are used successfully in both speaking and writing. Haggling using vocabulary that understudies will recognize in a situation that will encourage them to evaluate the word meaning is known as passive vocabulary. In listening and reading materials, the understudies frequently use separated vocabulary.

4. Teaching Vocabulary

Richard as cited by Munir (2016) stated that Teaching is a movement or handle of changing information to help some person to require changes and creates their abilities, states of mind, ideas, and appreciations. They are affected by full of feeling, cognitive, and psychomotor spaces. In the past, lexicon educating and learning were frequently given small needs in moment dialect programs. But recently, there has been a reestablished intrigued in the lexicon and its portion in learning and teaching. According to Gains and Redman (1986) as cited by Munir

(2016) The first is the boundary between conceptual meaning and words of related meaning, which is known not because it is what lexis indicates, but because it is where the boundary is made (example: cup, mug, bowl). The second is polysemy, which involves separation between the several meanings of a single word among a large number of closely related suggestions (head: of an individual, of the stick, of an organization). The third is homonymy, which identifies between the various connotations of a single word frame with a few unrelated possibilities (example, a file: utilized to put papers in or a device).

The fourth is homophony, which includes comprehending words with similar elocution but different spellings and ideas (example: flour, flower). The fifth is synonymy, which is the recognition of the different shades of meaning that synonymous words have (case: extend, increase, and expand). The sixth is psychological. Another important calculate is distinguishing between attitudinal and passionate elements (indication and essence), which are dependent on the speaker's state of mind or the contextual social-cultural attachments of lexical items. The seventh is style register dialect, which involves being able to distinguish between various levels of custom, effect setting, and points, as well as geographical differences. The eighth is translation, which includes knowing aware of specific similarities and differences between the local and foreign tongues (example: false cognates). The ninth is chunks of Language, multi-word verbs, expressions, solid and frail collocation, lexical expressions. The tenth is Vocabulary Grammar, which entails studying the rules that enable understudies to make various shapes of a word or even distinct words from that word (case: rest, sleeping, able, unable, disability). The eleventh is pronunciation, which is the ability to recognize and repeat things in a conversation. To put it another way, the understudies try to pronounce the term more clearly.

It means that eleven perspectives must be caught on by the teacher in educating lexicon. So when the educator instructs lexicon within the classroom, the teacher must moreover educate these viewpoints to understudies so that understudies know and get it the aspects well.

5. Strategy in Teaching Vocabulary

According to Heinich (1993) as cited by Munir (2016) there are common categories of technique in instructing lexicon, as follows: The first is presentation, in which a source tells, dramatizes, or otherwise communicates unfamiliar information to learners. It could be a source-controlled one-way communication with no immediate response. The second method is demonstration, in which students observe a genuine or comparable object. Infers of media such as video can capture and play back performances. The third strategy is discussion, which entails the exchange of ideas and conclusions between understudies or understudies and teachers. It can be used in small or large groups. The fourth is drill and practice. In drill and practice, learners are guided through a series of practice exercises designed to increase familiarity with an underutilized skill or restore an existent one. To be effective, the drill and practice exercise should include input to enhance correct replies and correct any errors that learners may make along the way. The fifth option is tutorial. Tutorial is typically done one-on-one and is frequently used to teach fundamental abilities like reading and math. The sixth is Cooperative learning technique, which critics of competitive learning promote by emphasizing cooperative learning as a common method. They argue that learners should develop skills in working and studying with others because their future work conditions may necessitate collaboration. The seventh is video games. Gaming creates a fun setting in which students follow established rules while attempting to attain a difficult goal. Diversions can help understudies become more active learners. The seventh is Stimulation. Learners were motivated by the prospect of facing a scaled-down version of a real-life situation. Part conversation, management of materials and gear, or interaction with a computer may all be part of the reenactment. The recreation may contain part discussion, control of materials and hardware, or interaction with a computer, and the motivation included learners standing up to a scaled-down adaptation of a real-life situation. The ninth is the act of discovery. The discovery methodology takes an inductive or request approach to learning, presenting problems to be solved by trial and error. The tenth is Problem-solving. Similar challenges can serve as a starting point for learning. Understudies can gain

the knowledge and abilities required in the actual world after graduation through the way of connecting with real-world issues.

From the statement above, it can be concluded that there are several strategies that teachers can use to teach vocabulary. And teachers can also choose strategies that are suitable and follow the characteristics of the students.

B. Cartoon Movie

1. The Nature of Cartoon Movie

Cartoon films are usually always associated with children because cartoons are entertainment for children but, nowadays the adults are also used to or familiar with cartoons because some cartoons are made for adults. According to Poulson (2010) as cited by Hasanah (2016) cartoon movie is an outline of media where utilizing animation, characters show up with modified highlights but still, keep up a capacity to recognize. Margono (2010) as cited by Hasanah (2016) stated that cartoon movies could be a good elective media for teaching lexicon. It is curiously given varying media outlines through the acting inside the scenes.

According to London Holmes (1992), as cited by Hasanah (2016), "Cartoon Movie" is a phrase used to describe a certain fabric and medium of communication with defined properties governed by physical rules. The film, as well as the phrase, are used to depict both a single work and a body of work through the fabric and inside the medium. The movie is used not only as its fabric and medium, but also to supply specific communication material that defines specific zones of commonplace meaning and impacts, as well as meet specific requirements that grant them unique regard. In the meantime, a cartoon is a two-dimensional outlined piece of visual art. Advanced utilization alludes to an often non-practical or semi-realistic drawing or portray pointing toward satire, caricature, or humor, or to the stylish design of such works, while the exact meaning has varied with time.

Based on the statement above, it can be concluded that cartoon movie is the result of handling moving pictures that are given sound and tell stories.

2. Cartoon as a Teaching Media

Hamalik (1982) as cited by Hasanah (2016) stated that the A movie is a combination of technological advances, words, music, and colors.. According to Syahfrizal (2021) Utilizing media in educating learning process can make the learning process more effective. Harmer (2001) as cited by Syahfrizal (2021) stated that An extension of objects, pictures, or animations can be utilized as directions media to show and control language and to involve students in teaching-learning exercises, the more students are active within the learning process the more information the students pick up.

According to Hasanah (2016), movies can communicate far better than other media since they can express dialect in context in ways that a cassette cannot. Understudies can see who or what is speaking, as well as where and what the speaker is doing. Other than using video, the movie could be a useful tool for conveying a lesson to students. Learners are required to memorize a few characters and expressions from the motion film being exhibited, in addition to learning about the messages. An educator can impart lessons to students using movies as medium in a variety of ways, including visually, verbally, and aurally, or all three. This will be done in order to keep the understudies safe from any potential verbalism. Munir (2016) as cited by Siti Fatimah (2019) stated that cartoon film is effective in teaching lexicon for the understudies. This is suitable media instructing to taught lexicon so that understudies are more interested and persuaded.

From the statement above, it can be concluded that By watching cartoon movies as instructing media, the understudies will make a difference in getting the idea to utilize an appropriate lexicon that can be seen through the cartoon film. In this inquire, the author utilizes cartoon movies as a medium to educate.

3. The Use of Cartoon Movie “Luca”

Fatimah (2019) stated that Cartoon Movie is ceaselessly related to kids. A cartoon is a form of entertainment for children, but grown-ups are familiar with the concept these days, as a few adult-oriented cartoon films have been produced. Based on the foregoing, it can be stated that cartoon movies are a practical way to

teach English terminology to understudies since they can pique their interest in learning. In this method, the researcher employs the cartoon film "Luca" as a teaching tool. The film was released by Walt Disney Animation Studios and Pixar and directed by Enrico Casarosa and produced by Andrea Warren, Luca was officially released Friday, 18 June 2021. Set in a wonderful oceanside town on the Italian Riviera, the original animated feature is a coming-of-age story around one youthful boy encountering an extraordinary summer filled with gelato, pasta, and endless scooter rides. Luca offers these enterprises with his recently discovered best companion but, all the fun is undermined by a profoundly held mystery he is an ocean monster from another world just underneath the water's surface. This movie has great esteem for understudies for illustration from this film understudies can learn the meaning of friendship, educate understudies to set out to go out of their comfort zone, and not hesitate to chase their dreams.

C. Previous Study

There are some previous studies used a literature review in this study, as a follow: The first study was done by Muh Irfan Aftoni (2019) entitled "The Effectiveness of Teaching Vocabulary by Using English Movie "Avatar: The Legend of Korra" to The Tenth Grade Students of MA Abu Darrin Bojonegoro in Academic Years 2019/2020". This study utilized a one-group pre-test and post-test experimental design, which is a pre-experimental quantitative research design. The researcher used 20 multiple choice items for the pre-test and post-test in order to collect data. There was a Sig. (2-tailed) 0,000 lower than the level of significance 0, 05, according to the test. The average pre-test score was 56,2933, whereas the average post-test score was 69,84. Because of the large changes between the pre-test and post-test scores, it can be stated that students achieve good results in memorizing vocabulary after being taught through audiovisual medium (film). Because the students' vocabulary authority grows, teaching vocabulary by audiovisual media (film) is effective in teaching understudies about vocabulary. The second study was done by Siti Fatimah (2019) entitled "The Effectiveness of Using Movie "UP" as The Teaching Media To Improve Students' Vocabulary".

This research used a quasi-experimental design, the population was tenth grade students of SMA Negeri 1 Grobongan. There were two groups, the first is class X.1 as a experimental and X.2 as a control class. Both groups were given a pre-test and post-test. The experimental group was taught using the movie "UP" as a teaching media, while the control group was taught using the traditional technique (using an English book with vocabulary translation). The pre-test and post-test results revealed that the experimental group's mean grew from 50,1 to 79,7, while the control group's mean increased from 50,3 to 65,8. According to the data analysis utilizing the t-test, the pupils' achievement improved significantly after being taught by the movie "UP." It means that on the post-test, there is a significant difference in the experimental group. Because this difference is significant, the use of the film "UP" as an educational media is effective in improving students' vocabulary among tenth-grade students at SMA Negeri 1 Grobogan during the 2018/2019 academic year.