

CHAPTER II

REVIEW OF RELEATED LETERATURE

This chapter presents the review of literature and describes some theories. They are habit, English movie, and vocabulary mastery, listening skill and previous studies.

A. Concept of Habit

This section discus about the definition & habit factors.

a. Definition of Habit

The definition of habit comes from the word ordinary which means to repeat or do it regularly even though at different times and places. Habits cannot be separated from values. Habit is something that is usually done, the behavior is often repeated so that over time it is automatic and permanent. Habit according to psychologists is defined as the behavior of acquiring movement skills and the ability to use them consciously. Based on Richard & Schmidt (2010), habit is a pattern behaviour that is regular and which has become almost automatic as a result of repetition. Habit is a form of repeated action (same form) that is carried out consciously, with a clear purpose and is considered good and right.

Habits are influenced by several factors, for example, environmental factors. The environment or place of residence affects us in our activities which eventually form a habit. This view is widely shared by (Wood et al., 2002, p. 1281) in which habit performance reflects the routine repetition of past acts that are cued by stable features of the environment.

Habits in everyday life, such as the student's habit of watching are enjoyable activities. This is very useful for students who have a hobby of watching English movie to the film because by watching students always watching English movie they are memorized, they often even understand the meaning of every foreign word in the conversation.

b. The Habit factor's

Muqorobin (2010) claims that the following variables can influence a person's habit:

a. The Frequency

Frequency counts how frequently something happens over a predetermined period of time. Frequency is the number of times something occurs over a specific time period, or the fact that something occurs frequently or frequently. For instance, if a person shops twice a week at the grocery store, she shops twice a week.

b. Motivation

Motivation is the most important thing that a person has in doing something being a reason why people struggle to do what is intended. With the motivation of people to make efforts to get the best results

c. Behavior

Behavior is an individual phenomenon defined by the movement of a body part in place and time that can be seen and measured. Behavior is dynamic, takes place in the here-and-now, and has measurable results in at least one area of the environment.

d. Pleasure

Feeling happy about doing something will be very useful in any activity. If we do something with pleasure it will make it easier for us to achieve the desired success

Based on definition above, the researcher conclude that habit is a routine or behavior that has been acquired through repeated actions or practice, often occurring subconsciously or automatically. It is a pattern of behavior that is regularly performed in response to certain cues or triggers.

Habits can be both positive and negative, depending on their impact on an individual's well-being, productivity, or goals.

B. English Movie

The movie is a entertaint visual medium that tells a story through moving images and sound. It combines actors, dialogue, music, and other elements to create an engaging narrative or artistic expression.

According to Barsam and Monahan (2010: 2), is a narrative that has been captured on a series of celluloid strips or films and is displayed on a screen at a specific speed to give the appearance that it is moving. Although many filmmakers are now filming their films digitally, a movie or a film is still a motion picture, regardless of how it is referred to. Human life has always included movies in large doses. That movie was even considered by Barsam and Monahan as the most widely viewed form of art. Movies now play a significant role in human culture and life.

Movie is Like Painting and Photography, Boggs and Petrie (2008: 3), claims that film makes use of the nuanced interplay between light and shadow.

Film manipulates three-dimensional space similarly to sculpture. However, like phantomime, film concentrates on moving pictures, and much like in dance, these images have rhythm.

Film communicates through imagery, metaphor, and symbol, much like poetry, and its intricate rhythms are similar to those of music and poetry. Film communicates verbally and aesthetically, just like drama. motion and gesture on the visual side; verbal communication. Finally, similar to the novel, films can stretch or shorten both time and space, allowing for unfettered movement within their expansive boundaries. Despite these similarities, movies also possess certain characteristics: Film is able to surpass the static imitators of painting and sculpture in terms of the complexity of its sensuous appeal and in terms of its capacity to concurrently communicate on various levels thanks to the constant interaction of sight, sound, and motion. Drama is even surpassed by film in its singular ability to represent action, manipulate time, portray several points of view, and express an infinite sense of space. In contrast to a stage play, a movie can offer a continuous, uninterrupted flow that reduces transitions and blurs them while maintaining the coherence of the narrative. Film communicates directly, as opposed to the novel and the poem, using concrete visuals and sounds rather than the abstract symbols of words on a paper. Additionally, film can handle a nearly limitless (Boggs and Petrie,2008:3).

Additionally, movies serve pedagogical as well as entertainment purposes. It can be used in sociology classes, biology classes, chemistry

classes, history classes, law classes, and classes on adolescent development (Moskovich 2012).

In conclusion, English movies are entertainment that may be used to learn a variety of topics, such as language and culture. It depends on what each person wants to accomplish. They might utilize it for educational purposes or just for fun during downtime.

1. The Structure and Genres of Movies

According to Barsamand Monahan (2010), a movie's narrative is how it tells its story. A movie's narrative structure is made up of a number of components, including:

- a. Storyline and plot. Plot is the portion of the story that is shown on screen, whereas story is the entire universe in which the events of the film take place.
- b. The movie's events are organized in a specific order.
- c. The events shown in the film are real.
- d. The term "duration" can be used to describe the length of a tale, a plot, or a screen. The term "story duration" refers to the implicit amount of time over which an entire series of events takes place.
- e. Unexpectedness and suspense. Surprise is what the audience does not expect to happen but does, whereas suspense is what the audience expects to happen but does not.
- f. The amount of repetitions with which a plot element recurs is known as repetition.
- g. Characters are the individuals who are involved in the story.

- h. Setting refers to the time and place where the tale takes place.
- i. The time and location range from which the story takes place is known as the scope.
- j. The narrator and the narrative. The movie's narration tells the story. It may be presented orally (by narration) or visually (by camera work).

2. Movie Category

The repeating themes or patterns in movies can be used to categorize them. The name "genre" is the consequence of this categorisation. Some movies concentrate on a single genre, while others blend genres by using elements from several genres to make the film more compelling. Numerous new genres are created by fusing components from other genres. The film site lists 13 subgenres, including fantasy, romance, biography, thriller/suspense, and 11 primary genres, including action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war, and westerns (Denis, 2017). The following list of genres and subgenres includes descriptions and examples:

- a) Actions**, usually include exciting action, including chases, rescues, escapes, clashes, and fights that are paced spectacularly. Typically, these actions pit the classic good guys against the bad guys. The James Bond series and Kill Bill volumes 1 and 2 (2003 and 2004) are two examples of this genre.
- b) Adventure**, is comparable to the action genre, which seeks to amuse viewers with exciting actions. The focus of adventure films, however, is typically focused on journeys, expeditions, quests, and treasure hunts.

Franchises like *Indiana Jones* and *Pirates of the Caribbean* are two prominent examples.

c) Animations, Graphical drawings or illustrations that are taken and shown quickly in succession are used to create animated films. Animation is a filmmaking method, yet it's frequently confused for a genre. Although many animated films contain more complicated and mature topics, they are typically made to appeal to younger audiences. Walt Disney Studios is responsible for well-known animations including *Aladdin* (1992) and *Snow White and the Seven Dwarfs* (1937).

d) Comedy, usually include dialogue, situations, and characters that make the audience laugh, along with simple and humorous stories. Examples include *Airplane!* (1980) and *Monty Python and the Holy Grail* (1975).

e) Drama, Functions mostly as the backdrop for serious and realistic stories that highlight persons' relationships with one another, with life and with nature. This genre has the potential to grow into other subgenres including historical drama, melodrama, family drama, etc., making it one of the biggest and most diverse genres. Dramatic films include *Taxi Driver* (1976), *The Help* (2011), and *Paris, Texas* (1984), to name a few.

f) Fantasy, serves up unique tales that contain aspects of magic, mythology, and fairy tales to captivate the audience. *The Lord of the Rings* trilogy and *the Harry Potter* trilogy are well-known examples of this subgenre.

g) Horror, tries to make the audience feel uneasy. Typically, supernatural aspects like ghosts, possession, cults, monsters, etc. are present. The frightener

could even take the shape of a murderous psychopath. *Psycho* (1960), *The Shining* (1980), and *Insidious* (2010) are a few examples.

h) Musicals, frequently have characters who sing or dance to express themselves. *The Sound of Music* (1965) and *Les Miserables* (2012) are two notable examples.

i) Romance, dramas that place a strong emphasis on the romantic connections between the protagonists. Two well-known instances are the movies *Titanic* (2007) and *Annie Hall* (1977).

j) Science, Science fiction or "fantasy" literature mostly focuses on how humanity interacts with the development of science and technology, such as robots, time machines, or space travel. The majority of science fiction, however, frequently deals with extraterrestrial life, such as aliens, viral diseases, or natural calamities. Examples of this genre that are notable are *Star Wars franchise*, *Solaris* (1972), and *Interstellar* (2014)

k) Thriller, creates tension and anxiety in order to thrill the audience or keep them on the edge of their seats. Typically, it has a mystery and characters who might be in danger from terrorism or murder. Alfred Hitchcock produced notable instances of this genre in *Rear Window* (1954) and *Vertigo* (1958).l)

l) War, occurs in the midst of an armed battle. The protagonists may be soldiers or war survivors. *Saving Private Ryan* (1992) and *Pearl Harbor* (2001) are two examples.

C. Habit in Watching English Movie

The act of watching an English movie frequently over an extended length of time and with enjoyment is referred to as developing the habit of consistently doing so.

According to a study of numerous studies, watching a movie can enhance listening comprehension. According to an experiment done by Ismaili (2013: 121), using movies to teach students how to communicate and listen can improve their skills. According to research by Hasanudin (2013) and Jiwati (2021), watching English-language movies regularly improves vocabulary and auditory comprehension. Listening to foreign language spoken by a foreigner is the best technique to practice listening comprehension. As a result, students can comprehend foreign language accents. English movies are one of the ideal forms of media for EFL students to practice hearing spoken foreign languages. Additionally, movies include both auditory and visual content. Students may imagine events, characters, narration, stories, and language in the context when movies are used in authentic settings.

In conclusion, watching English-language movies consistently will acquaint students with hearing spoken foreign languages and help them understand pronunciation, vocabulary, and grammatical structures. It may also help students' listening comprehension.

D. Vocabulary Mastery

A person's vocabulary is a collection of well-known words that they have mastered. According to Elizabeth & Roco (2016), a person's success in a second language depends on how much vocabulary they have learned. Vocabulary, which is generally strongly tied to a person's age development and plays a significant and fundamental part in the development of communication skills and abilities. According to Richards & Schmidt (2013), vocabulary must be retrieved in order to be utilized throughout the communication process. It is kept in some form in the speaker's lexicon.

A vocabulary is a collection of words that belong to one person, one organization, one language, or both. According to Nunan (2003), it is obvious that a group of words constitutes a vocabulary. The categories of words, such as nouns, adjectives, and verbs, that are employed in language use are referred to as vocabulary. The collection of all the words that an individual knows or is likely to use to create new sentences is referred to as their vocabulary.

Learning vocabulary is a crucial part of learning a language. Most people believe that a person's IQ or educational level may be inferred from how extensive their vocabulary is. As a result, many standardized tests, like the SAT (Scholastic Aptitude Test), include vocabulary-testing questions.

Increasing one's vocabulary is typically regarded as being crucial to learning a language and improving one's proficiency in a language they already know. Students in schools are frequently taught new terms as part of particular

disciplines, and many adults find expanding their vocabulary to be an engaging and informative pastime.

1. Kind of Vocabulary

According to (Kartika, 2019, p. 23), there are two different types of characteristics for each word:

1) Active vocabulary, which consists of terms that may be used effectively by students in writing and speaking, are easily understood by them, and are spoken correctly. Students have been taught or have learnt this terminology so that they can utilize it.

2) Passive vocabulary, which refers to terms that pupils understand but are unable to accurately utter. words they specifically needed to understand for their reading. In this scenario, the speaker won't repeat some lines; instead, they are expected to be the audience by understanding the text or listening to a broadcast. Advanced level vocabulary is required for things like written passages like newspapers, magazines, textbooks, etc.

Aspects of vocabulary are also present. These are listed below:

1) Synonym. Synonym is the two or more words have the same meaning.

For example:

- Movie = film
- Short = small
- Begin = start
- Correct = right

2) Antonym. Antonym is the word that opposite in meaning to the other.

For example:

- Small x big
- Turn on x turn off
- Right x left
- Man x woman

3) Homonym. Homonym is the word spelt and pronounced like another word but with the different meaning of all the individual words. For example:

- Flower - flour
- She - sea
- Scream - cream
- Knew - news

4) Derivation. Derivation endings indicate the part of speech. For example:

- Beautiful - beautifully
- Happy - happily
- Act - active
- Asses - assessment

5) Idiom Idiom is group of words with a meaning that is different from the meaning of all the individual words. For example:

- All at once - suddenly
- To find fault with - to criticize
- By heart - by memory
- Now and then - occasionally

2. Word Classification

According to (Thornbury, 2002), English words are classified into eight categories: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. However, the researcher only tested vocabulary using nouns, verbs, adjectives, and adverbs in this study. Word classes are defined on a language–individual basis. Then there's the 'noun' word class, which comprises the majority of words for objects and people. The word class that contains the most words for acts and processes is known as a verb, the class that includes the most remarks for qualities is known as 'adjective,' and the word class that contains the most words for description is known; as 'adverb' (Wierzbicka, 2011).

1. Nouns. Affixes are added to nouns in many languages to show number (singular, plural, dual), case (e.g., nominative, accusative, ergative, dative), person, number ('my,' "your," "his," etc.), prose or person, and definiteness.
2. Verbs. Affixes on verbs in many languages show tense (present, past, future), aspect (imperfective, perfective, progressive), mood (indicate, imperative, optative, subjunctive, etc.), polarity (positive, negative), valence-changing operations (passive causative; see Valiancy and Argument Structure in Syntax), and the person or number of subject and object (s).
3. Affective words. Adjectives often have affixes that indicate comparison (e.g., comparative degree. superior or equivalent degree). Adjectives sometimes behave in accordance with the noun they modify.

4. Adverbs. Adverbs serve as modifiers of verbs, whether they are close form modifiers of a single word, prepositional phrases or clauses, or full sentence modifiers.

E. Listening Comprehension

Listening As we listen, comprehension is what we are hearing. Listening involves more than just hearing; it also involves receiving a message that has been communicated orally by another person. Capturing, comprehending, or embodying the message or idea included in the language being communicated are all parts of listening. kartika (2019) asserts that the capacity to receive will influence the capacity to produce. If someone has good listening abilities, they will understand what they are hearing and even be competent in speaking and writing.

One of the keys to all effective communication is listening ability. Messages are readily misconstrued if one lacks the skill to listen effectively. Vishwanath Bite (2013) For successful message reception, listening skills are essential. It combines listening to what another person says with an emotional connection to the speaker.

According to Herbert J. Walberg, effective listening skills are crucial for learning since they help pupils gain knowledge and understanding as well as succeed in interpersonal communication.

According to the definitions given above, listening is one of the abilities that can be directly observed in every human being; however, not everyone in the world can listen to English unless they are native speakers, have learned it

as their first language, or participate in numerous language-learning activities both inside and outside of a language classroom. Listening skills are also the capacity to actively comprehend the information given by the speaker.

F. Previous Study

The researcher has some relevant researchers that support this research. The first is Naim (2023). She conducted the research on investigating correlation habit watching English movie and listening comprehension. Her method is the quantitative data approach. The results indicate value of correlation coefficient of 0,425. Based on the interpretation table, the index value correlation coefficient (0,425) was at moderate level at interval 0,40 – 0,599. In conclusion, it can be stated that there is a positive moderate correlation between students' watching English movie habit and their listening comprehension ability (Naim, 2018).

The second is Fitriyah (2021). She conducted investigating on correlation vocabulary mastery and their listening comprehension. She employs a correlation research and quantitative methodology. The results indicate shows a coefficient of correlation (R_{xy}) of 0.898. This demonstrates that there is a high corelationship between vocabulary and the listening skills among students. This contains a score of interpretation from 0.800 to 1.00. The score is then compared to 5% with the score for $df=23$ and showed 0.413 ($0.898 > 0.413$). The t score was generated at $df=23$. As a result, the alternative hypothesis (H_a) is accepted (Fitriyah, 2021).

The third is Bary (2023). He conducted on Investigating on relationship between students' habit in watching english movie and students' vocabulary mastery toward their listening comprehension. The data result shows that (1) there was a positive significant correlation between students' habit in watching english movie and listening comprehension which showed ($r_{xy}= 0.513$, sig. $0.001<0.05$). Students' habit in watching English movie has contibuted to listening comprehenson as much 26.3% while the other calculate is 73.7%. (2) There was positive and significant relationship between students' vocabulary mastery and listening comprehension which appeared with ($r_{xy}=0.453$, sig $0.003\leq 0.05$) Student vocabulary mastery has contributed to listening comprehension as much 20.4% while the other calculate is 79.6%. there's a positive and critical relationship between students' vocabulary mastery and listening comprehension which showed ($r_{xy}= 0.602$, sig $0.001\leq 0.05$). Students' habit in watching English movie and students' vocabulary mastery have a contribution to listening comprehension as much as 36.2% while the other calculate is 63.8% (Bary, 2023).

Their study is very similar to this study. They conducted studies, however there are some differences. Students from MAN 1 Kota Kediri are the study's subject, and there are three independent variables. To obtain research results, this study employs SPSS.