

CHAPTER II

LITERATURE RIVIEW

This chapter presents some theories that support this study. It consists of four sub-chapters. They are vocabulary, learning media, media of cartoon movie and review of previous studies.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a collection of words that have meaning when heard and seen, even though they were not created by the individual. Vocabulary is used to communicate with others. Barnlund (2017). Vocabulary is one of the elements of language that is considered to play a control role.

Schmitt (2020) state that vocabulary is The total number of words that with the rules that combine them) make up a language: (range) of words known to, or used by, a person, in a trade, profession, etc. Meanwhile, Webster's word dictionary (2005) defines that Vocabulary is a list or collection of words and phrases that are usually arranged alphabetically and explained or defined: lexicon and also defined as the number or supply of words used by a language group, individual work, or in a field of knowledge.

Based on the above definition, the researcher concludes that vocabulary is a list of words with their meanings or the total number of words in a language element produced by a person to communicate with others.

2. Types of Vocabulary

Vocabulary is words that have meaning and function in the language that is learned so that it becomes part of students' understanding when reading or writing something. Yeh 2003) stated that everyone has three types of vocabulary, namely active vocabulary, reserve vocabulary, and passive vocabulary.

The encyclopedia of education explains in more detail the division of vocabulary, dividing it into four categories as follows:

- Spoken vocabulary consists of words that are often used in conversation. Words that flow easily from one's mouth during conversation.
- Vocabulary that is easily written with the fingers is referred to as written vocabulary. It is possible that a student who is more editorially inclined than visual has a larger spoken vocabulary than his written vocabulary.
- Listening vocabulary is a collection of words that are responded to by understanding the meaning of another person's speech.
- Reading vocabulary is the set of words to which one responds by meaning and understanding the writing of others.

Both active and passive vocabulary are clearly necessary, as evidenced by the following descriptions. Speaking and writing are both done using active verbs. The words that one knows when reading and listening are known as passive vocabulary.

3. Principles of Vocabulary Teaching and Learning

Yip (2006) point out nine principles of vocabulary teaching and learning as follows: purpose, quantity, necessity, frequent exposure and repetition, meaningful presentation, situation presentation, presentation in context, guessing procedure in vocabulary learning.

B. Learning Media

1. Definition of Learning Media

Learning media is a very important component in a communication process. The communication process involves three main components, namely the delivery or source of the message, the intermediary, and the recipient Rayandra (2012). Learning media is a form of communication, both printed and audio-visual, and its equipment. Thus, the media can be manipulated, seen, heard, or read. It can be concluded that learning media is any form and channel of delivering messages or information from a message source to a recipient that can stimulate the mind, arouse enthusiasm, attention and willingness of students to be able to gain

knowledge, mastery, or attitudes in accordance with the purpose of the information conveyed.

2. Learning Media Objectives

The purpose of media as a learning tool is to:

- Simplify the learning process in the classroom
- Increase the efficiency of the learning process
- Maintain relevance between subject matter and learning objectives.
- Helps student concentration in the learning process.
- Facilitate communication and learning, the way communication affects students' memory.(Nunuk: 2018)

From some of the above opinions, it can be concluded that the purpose of the media is a tool used by a teacher in the learning process.

3. Learning Media Function

The function of learning media is as a teaching aid that conditions, and the environment that is arranged and created by the teacher by Rostina (2016). Learning media also functions as follows:

- Expanding the message so that it is not too verbal.
- Overcoming the limitations of space, time energy and sensory power
- Generate a passion for learning, more direct interaction between students and learning resources.
- Provide the same stimuli, equalize experiences and foster the same perceptions.
- Learning is more interesting.
- The quality of learning can be improved.

The functions of learning media by Rosma (2015), namely:

- Attract student attention
- Helps to accelerate understanding in the learning process
- Limits space limitations
- Learning is more communicative and productive
- Generate a passion for learning

From the explanation above, it can be concluded that the function of learning media is that a teacher's understanding of the media becomes clear, so that he can utilize the media appropriately.

4. Benefits of Learning Media

The benefits of learning media for students are:

- Stimulate curiosity to learn
- Motivate students to learn both in class and independently
- Make it easier for students to understand the subject matter that is presented systematically through media
- Provides a fun and not boring atmosphere so that it is more focused on learning
- Provide students with awareness of choosing the best learning media for learning through the variety of media presented by Nunuk (2018).

5. Types of Learning Media

Along with the times, learning activities must be carried out with careful planning. Unprepared learning activities will only result in futile activities without meaningful results. One of the keys to success in learning is a change in terms of cognition, affection, and psychomotor students. To achieve this success, teachers are required to be able to organize meaningful learning activities, which can be absorbed by students for their long-term memory. One of the efforts made by the teacher is to make learning interesting. Media types consist of human-based, print-based, visual, audio-visual, and computer media.

- **Human-Based Media**

Among several types of media, human-based media is the oldest media to transmit and communicate messages or information. This media is useful when the goal is to change attitudes or to be directly involved with monitoring student learning activities. Human media can direct and influence the learning process through lay exploration by analyzing over time what happens in the learning environment.

- **Print-based Media**

The most commonly recognized print-based media are textbooks, guidebooks, journals, magazines, and paper sheets. In print-based media, there are six things that must be considered when designing, namely consistency, format, organization, attractiveness, font size, and the use of blank spaces.

- **Visual-based Media**

Like print-based media, visual media is not much different from print-based media. The basic equation is also the basis for the development and use of most other subject matter which has the following characteristics.

- Visuals are observed based on space
- Visuals are also displayed static
- Visuals also feature one-way and receptive communication
- Visuals can also foster student interest and can provide a connection between the content of the subject matter and the real world.

To be effective visuals should be placed in a meaningful context and students must interact with the visuals to ensure the processing of information.

- **Audio-Visual Based Media**

Audio-visual technology is a way of producing or delivering material using mechanical and electronic machines, to convey audio-visual messages. The characteristics of audio-visual based media are as follows.

- Linear in nature
- Presents dynamic visualization
- A physical representation of real ideas or abstract ideas

Teaching through audio-visual has the characteristics of using hardware during the learning process, such as the use of projectors, type recorders, wide visual projectors. So, learning by utilizing audio-visual media is the production and use of materials whose

application is through sight and hearing and does not entirely depend on understanding words or similar symbols.

- **Computer-based Media**

Computer-based technology is a way of producing and delivering material using digital-based resources. Computer-based media has the following characteristics.

- Can be used randomly, nonsequentially, or linearly
- Can be used based on the wishes of students or based on the wishes of the designer or developer as planned
- Ideas are presented in an abstract style with other words, symbols, and graphics, Nunuk(2018).

Based on the types of media that have been explained, it can be concluded that the type of media consists of 5 or more types of media, from various types of media this can help teachers in the learning and teaching process. The media will make it easier for teachers to explain the material and will help students in learning and the media will not make students feel bored, lazy, sleepy during the teaching and learning process.

C. Teaching Using Media Cartoon Movie “Coco”

1. The Concept of Cartoon Movie

Movie is one of the audio-visual media. Pujiasih (2007) explains that cartoon movies are moving cartoon images consisting of a sequence of images displayed one after another.

In addition Pande (2008) explains that a cartoon Movie is an exaggerated humorous caricature illustration in the form of a moving diagram to criticize a person or an event with some violence. Cartoon Movie is a special art form to present a humorous appearance with the help of exaggerated colorful moving diagrams. In short, in a cartoon movie it can be seen how a person's imagination is poured in the form of pictures. The high entertainment value of movies can hinder the actual learning process if viewed continuously because an instructor needs to overcome students' tendency to "read smart and see dumb," their tendency to view movies as entertainment and not as learning texts. Most movies

deal with controversial themes so to show such movies becomes a difficulty. Students may get caught up in the cracks of the storyline and miss the full focus of the language aspects provided through the movie. The role of the teacher is very important in this kind of learning process as the students are children. They are not as active and fast as young adult learners, but by using cartoon movies, they are expected to be active and able to follow the story and remember the words in the movie.

2. The advantages and disadvantages of cartoon movie

Cartoon movies are an interesting and effective medium for teaching vocabulary. Cartoon movies can build students' enthusiasm for learning pronunciation. In addition, by using pictures and text in the movie, students will be helped to understand and remember words better. Margono (2010) defines that movies are a good alternative media for teaching vocabulary. The advantage of using movies is that, in addition to strengthening students' understanding of new vocabulary, students can also learn visual images of the things they learn so that they can remember the words, their meanings and how to use the words in everyday life.

Media such as movies have a very important role to motivate students in learning vocabulary and make the teaching and learning atmosphere more interesting. They will experience something new and different from what they usually get in class. By using cartoon movies, they will learn new vocabulary as well as visual images to help their understanding. Although this kind of learning technique provides many advantages, teachers should still be aware of some features of movies that can be disadvantages in learning.

The reseacher hopes that with the use of English movies, students will become more active participants and more confident in expressing their feelings. According to Azhar, he explained that the disadvantages of using movies asas a teaching medium are:

- The cost of making movies is generally expensive and take a lot of time.

- When the movie is played, the images will continue to change, making all students unable to follow the information given through the movie.
- Movies are not always suitable for the needs and learning objectives that are desired.

3. Teaching English Vocabulary by Using Cartoon Movie

There are many media that can be used in teaching vocabulary. However, teachers must be careful in choosing them so that the vocabulary teaching and learning process is successful with satisfactory results. One of the media for teaching English vocabulary is using cartoon movies. Cartoon movies are very suitable for students in junior high school. Movies are naturally used in the classroom because movies not only provide facts, but also provide answers in problems and understanding of themselves and the environment of students. They love watching cartoons. Their world is still full of fun activities.

In this study, cartoon movie is chosen as a medium for teaching English vocabulary. By using cartoon movies in their lessons, they can learn the words correctly. The researcher chose cartoon movies to teach the names of objects because through cartoon movies children will learn the names of objects by seeing the objects in the movie. So it will help students to memorize the names of objects. The researcher thinks that this media is suitable for junior high school and in accordance with the English curriculum where teaching in junior high school can be more cheerful and fun.

4. Cartoon Movie “Coco”

The movie Coco produced by Pixar which aired in 2017, this Movie tells the story of a boy named Miguel who has a desire to become a musician. But his desire, it is contrary to the circumstances of his family who hates all things related to music, until when Miguel finds a photo in a frame that has a fold and shows a photo of a figure that Miguel admires, even though the photo has a piece that is missing, Miguel is still sure that the photo is his idol Ernesto De La Cruz who is a Legendary Singer. Miguel

showed the photo to Elena Rivera, his grandmother and said that the one in the photo was his idol, at that time Elena Rivera was angry and destroyed Miguel's guitar. Because of the rejection by his family, Miguel finally ran away from home to attend a music festival in his city, and the festival required him to bring a musical instrument, because his guitar was destroyed Miguel went to the tomb of Ernesto De La Cruz to pick up the guitar on his chest. And that's what brings Miguel into the world of the Dead, the struggle and change of Miguel and his family begins. Because of the good moral message in this cartoon movie, researchers chose this cartoon movie for this study.

D. Review of Previous Studies

Sometimes English teaching in Indonesia has not been successful, although English has become a compulsory subject from elementary school to high school and even to college, but it is still rare to find graduates who are reliable in English. The purpose of teaching English is for students to be able to communicate with four language skills; listening, speaking, reading and writing. The four skills are interrelated with each other. Teaching a second language is not new in schools, especially English. In addition, to teach a language, one must consider how students learn. Teaching and learning are two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs Hidayah (2017).

So, teachers should teach English well in secondary schools through several ways such as using appropriate media like using movies. Here there are some researchers who conducted research by using some techniques. Those studies can support this research, and inspire the author to do this research. Furthermore, the author will present some previous research related to the topic of this research.

Classroom action research (CAR) focusing on the use of cartoon movies for English vocabulary learning has shown significant results in improving students' vocabulary acquisition. Here are some relevant studies that discuss the implementation of cartoon movies in this context.

One such study was conducted at SMP Negeri I Belalau which aimed to improve the vocabulary acquisition of grade VIII students through the use of English movies. The study consisted of three cycles, where each cycle involved activities such as listening to the movie, reading the text, and understanding the meaning of the words. The results showed an increase in the percentage of student learning completeness from 60% in the first cycle to 81% in the third cycle. This research emphasizes that the use of English language Movies can make students more active and involved in the learning process Yuliana, N. (2020).

Another study by Nur Hayati(2014) at Taman Kanak-Kanak Islamiyah Pontianak explored the use of animated Movie media to improve the vocabulary of 4-5 year old children. The CAR method was used in this study, and the results showed that the use of animated Movies significantly improved children's vocabulary. The study also noted that animated media helped to improve children's concentration and memory, making it easier for them to discover new vocabulary.

A study at SDN Balasklumprik I Surabaya used cartoon Movie media in Indonesian language learning to improve students' listening skills. This study also used a CAR design and found that the use of cartoon Movies improved students' listening skills from 74.29% in the first cycle to 85.71% in the second cycle. Although there are some obstacles such as lack of student concentration, this study shows that cartoon Movies can be used effectively to support learning by Ida Karunia (2014).

In a study conducted at SD Negeri Tegal Besar 03, an animated video from Cocomelon was used to improve the ability to recognize English vocabulary in grade I students. The results showed a significant increase from 46% completeness in the pre-cycle to 86% in the second cycle. This research highlights the effectiveness of animated videos in providing interesting and interactive learning for students by Indri Setya Y. (2023).

The previous studies above show that some strategies may be effective in improving students' vocabulary acquisition by using some media such as

animated videos, and various cartoons with different titles. And no previous researcher has used a cartoon movie titled “Coco”.

So the author decided to use the cartoon movie titled “Coco” to improve students' vocabulary by using quasi experimental research like previous researchers but with different school levels.