

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Previous research has concentrated on the vocabulary learning strategies employed by higher education students. Previous research has concentrated on academic English vocabulary, while others have concentrated on general English vocabulary. Yunita's (2021) research entitled "students' strategies in learning technical vocabulary of accounting at the state vocational high school 1 bangkalan" uses qualitative research design that focus on strategies used by students in learning vocabulary by remembering and finding new vocabulary. On her research found various strategies in learning vocabulary used by students of SMKN 1 Bangkalan and on her research shows that finding the meaning of words is important for students.

Heriyanto (2015) writes "The Effectiveness of Using Youtube for Vocabulary Mastery". He used two research designs: experimental group and control group. The findings of the study indicate that the participants positively viewed the use of youtube in their lessons. The findings also exposed significant improvement in the students vocabulary achievement. He also explain that teachers can take full advantage of the pedagogical implications of using youtube videos in the classroom.

Listari (2012) mention on her research in title “The Students’ Ability in Writing Narrative Paragraph Through Watching Cartoon Movie”. She used descriptive quantitative method to collecting data. She found that there were 79% of students who could be categorized as being able to write narrative paragraphs through watching films, while 21% of students were categorized as unable to write narrative paragraphs through watching films. She also found difficulties faced by students, namely the lack of language use, making it difficult to write paragraph.

Purnama (2018) states on her research entitled “Improving Students’ Vocabulary Mastery through Animation Movie”. She used pre-experimental research with quantitative approach. She found that the application of animated films can improve the vocabulary skills of students in Darul Ulum. Animated films are also one of the effective media used in teaching and learning vocabulary for begginer level students. The students’ response to this media was very positive. When studying and learning process, they look enthusiastic, calm, happy, and relaxed.

Iswara (2015) revealed in her research entitled “Improving the VII-A Students’ Vocabulary Achievement by using the Cartoon Movie Media at SMPN 14 Jember in the 2014/2015 Academic Year”. She used a classroom action reseach. She found that the use of carton films could increase students’ active participation in vocabulary classes at SMPN 14 Jember. She also found that the use of cartoon films can improve students’

vocabulary achievement at SMPN 14 Jember, the result of the vocabulary test show a significant increase.

From some of the studies above, the researcher can conclude that vocabulary has an important role as a second language. While in teaching vocabulary, previous researchers have their own way of research so that students can receive lessons well. Therefore, this study makes good use of social media in this day and age, by using YouTube to access cartoon films that are in great demand by students. Youtube is also a great social media because it combines sounds, images, and sometimes text (in the form of subtitles). With YouTube, it is easier for teachers to teach second language vocabulary and students can be actively involved in learning. They will not feel bored and can receive lessons well.

B. The Nature of Vocabulary

1. Definition of Vocabulary Mastery

Vocabulary refers to all of the words that a person knows, learns, and employs in many aspects of their life, such as communication, employment, and job interviews. Vocabulary is an essential component of second language acquisition. Long and Richard (2007, p.39) state "Students may increase their listening, speaking, reading, and writing abilities by having a large vocabulary; not just in the way they absorb but also in the way they generate language". In addition August, Carlo, Dressler, and Snow (2005) Furthermore, English language learners who had poor

vocabulary growth were less competent than their classmates to read texts at the grade level. According to (Barcroft, Sunderman, & Schmitt, 2011) that vocabulary refers to all of the words in a language. Vocabulary is one of the linguistic components that is essential in language acquisition. For teachers, teaching language is a complex process that must be addressed.

Vocabulary is one of the most visible aspects of language, and it was one of the earliest areas of study for applied linguists. A vocabulary list is a collection of terms and their definitions, typically found in a book for learning a foreign language (Richard, 2002:4). Nunan (1991:101) defines vocabulary as "more than lists of target language terms." Based on the definition above, it is possible to deduce that vocabulary and grammar are inextricably linked. In reality, most languages' lexical systems may be divided into grammatical word groups.

As well as mastery, mastery is defined as the complete control of knowledge (Oxford Advance Dictionary). It is consistent with Hornby's (1995) definition of mastery as total knowledge. It signifies that mastery is the capacity to apply one's knowledge. According to Mukti (2012) that the definitions of vocabulary and mastery provided above, vocabulary mastery is the ability to apply knowledge of words taught when students are learning a foreign language, and it includes not only understanding the meaning of

words, but also having no difficulty pronouncing, spelling, and using them.

Thus, according to the definition above, vocabulary mastery is a list of terms that are utilized for competency to comprehend and apply them to students and should be taken into account by the teacher.

2. Types of Vocabulary

According to Togatorop (2020) There are two types of vocabulary knowledge: receptive vocabulary knowledge and productive vocabulary knowledge.

a. Receptive Vocabulary Knowledge

Learners have receptive vocabulary knowledge when they read or listen to a text and understand what it means. Learners grasp and identify the meaning of terms that helped them understand the material they read but have not used to talk or write. Learning receptive vocabulary generally takes the form of the instructor explaining the meaning of the word and using it in a sentence, but only asking the students to spell and pronounce the word.

b. Productive Vocabulary Knowledge

Productive vocabulary knowledge is defined as words that learners understand and can pronounce. In fact, students can effectively use these words in speech and writing. Thus,

productive vocabulary may be viewed as an active word process because learners can develop words to describe their thoughts and feelings that others can understand (Webb, 2005). Productive vocabulary knowledge is defined as the ability to recover the structure and meaning of a word (Laufer et al, 2004; Webb, 2008), or to pass on the term as it was learned in the original learners language (Webb, 2009). Laufer (1998) categorizes knowledge as productive vocabulary, regulated vocabulary, and free vocabulary. Controlled productive vocabulary knowledge refers to the ability to create words when given a cue, whereas free productive vocabulary knowledge refers to the ability to utilize words spontaneously and without particular support to produce certain words, such as writing autonomously.

3. The Problem in Learning Vocabulary

This is not simple to teach pupils vocabulary; it entails more than just providing new words. There were a few issues that arose for the kids when they were being taught. According to Roger (1995), the difficulty of vocabulary items is determined by a variety of variables. They are as follows:

- 1) Similary to L1

Some English terms are similar in form and meaning to Indonesian words, and their spelling may be similar as well. For example, pupils may misinterpret the term 'air' as 'water,' because Indonesia also has the word 'air,' which implies water.

2) Connotation

Another challenging part that students must master is the word's meaning. For example, do native speakers associate the word with good or negative connotations? The phrases "skinny" and "slim" can both be used to describe someone who is thin, but their implications are completely different.

3) Spelling and Pronunciation

Students who speak English are more likely to struggle with a regular spelling scheme. Some kids, for example, are still unsure how to speak, spell, and pronounce the following words: through, though, thought, tough, thorough.

4) Appropriate Use

When using English terms, we must select the correct word. Some phrases and expressions are restricted to specific situations (for example, we can use the term "pushing" to signify "nearly" as in "he is pushing fifty"). However, the term "pushing" is reserved for elderly persons). It is also

critical that pupils understand whether a word or phrase has a distinct style informal or formal.

C. The Nature of Cartoon movie

Pande in Pitriana and Jufri (2013, p. 109) A cartoon movie is an exaggerated entertaining picture caricaturing in a moving diagram method of criticizing a person or event with certain ideas. Based on Pitriana and Jufri (2013, p.109) A cartoon movie is a unique kind of art that uses exaggerated colors and moving diagrams to produce a humorous appearance. A cartoon film is a drawn picture that can move and produce sound. Moving diagrams or cartoons made consisting of a succession of pictures presented one after the other are known as cartoon film. People can learn about human, social, and animal behavior by watching cartoon movies. All of this is crammed into a series of motion images and effects. The primary purpose of animation has always been entertaining. However, instructional animation is also being used to aid in explanation and learning.

1. Definition of Cartoon

The term "cartoon film" refers to the same thing as "animation film." The term animation was taken from the Yunani word "anima," which means "soul" and "life." The term animation also refers to the process of bringing an item to life by stirring it at a precise time. According to the above concept, animation is a collection of images or objects (Wordpress: 2010)

A cartoon is a simple drawing depicting an entertaining event; it may also be a sarcastic comment on a serious or current problem. According to Sadiman (2010: 45) a cartoon is a kind of communication that conveys a certain message. One of the graphic communication styles is cartoon, which is a representational image that uses symbols to communicate a message quickly and briefly. Cartoons are one of the most common kinds of graphic communication, with the ability to captivate attention and affect attitudes and behaviors. And, in most cases, cartoons transmit messages in the form of a simple visual. And the message might be given succinctly to make a stronger impression.

2. Definition of Movie

According to purnama (2018) that one of the most popular forms of media in our day is the movie or film. This is a succession of pictures projected onto the screen to provide the appearance of motion. Movies may also be used as an engaging educational tool. The functions of movie are to educate, entertain, enlighten and inspire the audiences, and in this case the researcher tries to use movies in the teaching and learning process of vocabulary. The researcher thinks that movie can also be used as an alternative method in teaching vocabulary, because the student will get a new experience in their class that is quite different from their daily experience in their class, and for the teacher a movie can be used as an alternative method in teaching that is suitable with their classroom situation.

Meanwhile, Bordwell and Thompson (1997) describe movie or film kinds as follows:

1. Documentary Movie

Documentary films aid in the presentation of accurate information about the world outside the film as the genre of film, documentaries advertise themselves as factual and reliable.

2. Animated Movie

Animated films are distinguishable from live-action films by the unusual forms of labor completed throughout the production stage. Animated films do not consist of continuous outside action shooting in real time, but rather of a succession of images shot one frame at a time.

3. Experimental and avant-grade Movie

Experimental films are created for a variety of purposes. The filmmaker may aim to portray personal experiences or ideas in unconventional ways in a popular framework. Staging may also be used in the film to communicate specific moods or thoughts.

D. The Nature of Youtube

- 1. Definition of youtube**

Youtube is a social network that allows people to exchange video content for educational reasons. It is an international platform that

allows individuals to view videos at home and improve their vocabulary. It is one of the appropriate strategies for improving students' skills (speaking, writing, reading, listening). Brook (2011) states that YouTube is a tool that enhances language learning and teaching, develops confidence, offers real resources, and increases student engagement. Jon & Michael (2011) maintain that YouTube is excellent for teachers who want to promote learners' autonomy. Furthermore, to improve their vocabulary, which is regarded as the foundation of second and foreign language acquisition.

(Senlson 2011), as stated in (Cruse, 2006; Mayaratri, 2015) "While YouTube was designed as a video-sharing site for the general public, the potential for instructional usage has not gone unnoticed." Over time, a number of colleges and institutions have created a presence on YouTube by developing their own video-sharing websites known as "YouTube channels".

Jalaluddin (2016) states that YouTube isn't only for pleasure videos; there are a plethora of videos on learning English that can be readily accessible. There are several short films available on various English dialects. One of the primary aims of studying English is to engage not just with native speakers but also with nonnative English speakers. YouTube allows you to communicate with native and nonnative English speakers, as well as learn about the various dialects and variants of English spoken across the world.

2. Types of Youtube Channels

Youtube channels are one of the most important and valuable educational tools that instructors and students use to identify some of the opportunities for their classes. Snelson's teachers have picked such channels for him (Snelson et al., 2012) Although YouTube was designed as a video-sharing tool for the general public, its educational potential has not gone ignored. Over time, a number of colleges and institutions have created a presence on YouTube by developing their own video-sharing websites known as youtube channels. According to snelson (2011) that there are a lot of types of youtube channels:

a) Educationnal channels

YouTube is a free and amazing video sharing network, making it invaluable for language learning. Learners may view or virtually sit in on free classes at any time. On YouTube, there are hundreds of English language channels for various objectives and aimed at various audiences ranging from toddlers to adults. "Speak English with Mr. Duncan," for example, is a YouTube channel where live videos are aired three days a week from his house in England.

b) Intermediate

There are hundreds of video classes to pick from, each addressing a different aspect of language acquisition. Lessons

are often fast-paced and best suited to those who have a decent overall understanding of the language. For example:

- VOA Learning English

This is a brilliant concept from Voice of America, a worldwide news and broadcasting organization. Their YouTube channel, VOA Learning English, encourages you to learn American English by watching captioned TV news stories, using simpler vocabulary, and reading at a much slower pace. You'll learn about current events and get used to viewing English news, all while improving your English.

c) Advanced

There are hundreds of video classes to pick from, each addressing a different aspect of language acquisition. For example:

- Language Learning for Children

The British Council Learn English for Children The British Council's LearnEnglish Kids program provides a fun and educational approach to language learning for children. There are a range of video formats available, including basic "How to" films, such as "How to Make Popcorn" - all presented by children – and animated nursery rhymes, songs, and stories, which are ideal for

smaller children. In fact, if you're learning English, listen to and sing along to nursery rhymes in English, since they aid with memory and recall.

E. The relationship between cartoons on YouTube and vocabulary to improve students' vocabulary mastery.

In the film there are several new vocabulary that students can use to increase their knowledge of vocabulary. The researcher uses several types of vocabulary, namely: verbs, adjectives, and nouns in the cartoon film Rapunzel and Cinderella. Some of the vocabulary below can help improve students' vocabulary mastery.

Table 2.1

Vocabulary

Verb		
Climb	Look	Bring
Change	Guard	Want
Take	Worry	Arrive
Accept	Change	Scare
Crave	Surround	Recognize
Hunt	Enter	Expect
Invite	Pick	Treat
Rush	Give	Shine
Appear	Dispose	Curl
Reach	Fell	Hear
Become	Find	Handle

Adjective		
Young	Afraid	Bright
Short	Blonde	Great
Wicked	Alive	Tall
Picked	Middle	Golden

Grand	Perfect	
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Noun		
Land	Weight	Miracle
Permission	Promise	Tears
Couple	Pumpkin	Wood
Slippers	Glass	Garden
Mistake	Reason	Birth
Danger	Gown	Palace
Wall	Enough	Servant
Prince	Bunch	Wand
Witch	Braided	Forest
Yell	Midnight	Figure
Lettuce	Pieces	Kingdom

From the vocabulary above, it can be used as an addition to students' vocabulary mastery. From these vocabulary students can find out the meaning or meaning of each vocabulary. The vocabulary criteria chosen by the researcher is the level of vocabulary that is in accordance with the level of high school education such as reviewing verbs, adjectives, etc., which includes everyday vocabulary with more focus on activities. This is my main goal in compiling this research. So that with this film screening, students are not only used as entertainment, but students can use it as a learning resource.

F. Learning Materials

Rapunzel

Once upon a time there lived a young couple in a land far away, they did not have any children but, they really wanted to have a baby girl. After a short

period of time the young lady was expecting a baby. One day when she was looking out of the window she saw a beautiful lettuce guard next door from that moment on she could not think of anything else but to eat that lettuce.

Mama: Oh Dive I cannot eat that lettuce

The lady lost her appetite and lost an enormous amount of weight. Until one day finally her husband got so worried for her, you promised his wife that he'd bring her a bunch of lettuce

Papa: don't worry my darling, I will go and get you some lettuce

Mama: but she know it's very dangerous

The house next door, belonged to a mighty witch and the garden was surrounded by big walls which no one dared to enter. The husband gathered all his strength and climbed the wall entered the garden and picked a handful of letters. His wife ain't the letters with great pleasure and felt a little big better but unfortunately a handful wasn't enough for her. The day after her husband went into the garden again, but this time the witch was waiting for him

Witch: Oh dahlia coming to my god and I'm still my lettuce

Papa: my wife is pregnant and she craves for your lettuce

Witch: you could have asked for my permission, you know

Papa: we are all very afraid of you, I didn't think you would allow me, forgive me

Witch: oh give you? You will be punished for this

Papa: if my wife can't eat the lettuce she will get sick and won't be able to give birth, please!

Witch: mm-hmmm then how about Adele, you take as many lettuces as you want. But only one condition as soon as your baby is born, you will give it to me

Out of fear, her husband immediately accepted the deal. After a few months the baby was born. Soon after the witch came and took the baby away. She named the baby Rapunzel because the type of letters the baby's mother had craved for was named Rapunzel.

The witch took great care of the girl. When Rapunzel turned 16 she became a very beautiful young girl. The witch put her in a tall tower and the middle of the woods but this tower did not have a staircase, there was only one small window at the very top. The witch had never cut the beautiful girl's blonde hair. When she came to visit her, she ought to call her from below

Witch: Rapunzel.. Rapunzel.. let your golden hair down that's your mother

Rapunzel let her long braided golden hair down through the small window and with the help of Rapunzel's hair. The witch made it to the top of the

tower, this went on for many years. One day a prince came into the forest to hunt and heard a beautiful boy is singing far away from the woods

Prince: what a wonderful was?

He thought and rode his horse towards the beautiful sound. As he arrived to the tower where Rapunzel lives, he looked left and then right but saw no stairs or anything else to climb up the tower. mesmerized by the beauty of the voice, the prince came to the tower every day, but couldn't figure out how he could climb up. One night, once again as he was approaching the tower, he noticed that which was waiting bellow

Witch: Rapunzel.. Rapunzel.. let's your golden idol it's your mother dear.

Rapunzel let her long braided golden hair down through the small window and with the help of Rapunzel's hair the witch made it to the top of the tower, the next day just after sunset the prince went to the tower. Changing his voice

Prince: Rapunzel.. Rapunzel.. let your golden hair down, it's your mother dear

At first seeing somebody else other than her mother for the first time in her life. Rapunzel got a little scared.

Rapunzel: you're not my mother, why did you come here

Prince: there is not no reason for you to be scared, I heard you sing and I fell in love with your voice. I just wanted to see whom disposed belong to

Rapunzel really likes what the prince said and was not scared anymore. For a while everything went smoothly and the witch did not recognize anything.

Finally one day the Prince asked Rapunzel to marry him

Prince: will you marry me?

Rapunzel happily accepted this handsome prince's proposal. But Rapunzel did not have any way to climb down this tower. suddenly she had a bright idea, prince started to bring a piece of fabric every time he visited the tower. Rapunzel was tying these pieces together to make a rope, but one day Rapunzel made a big mistake and accidentally slipped something out of her mouth.

Rapunzel: mother, prince climbs my hair faster than you did

Witch: what prince? What prince?

At that moment the witch realized that there was something fishy. Not being able to handle her rage the witch suddenly cut Rapunzel's beautiful golden hair, and then sent her to a desert far, far away. That night witch stayed in the tower and waited for the prince to arrive a little while later she heard the prince from down below.

Prince: Rapunzel.. Rapunzel.. let your golden hair down, it's me the prince.

The witch let the hair down she cut from Rapunzel. Unaware of what was waiting for him the prince started to climb, when he came up seeing the witch instead of Rapunzel, he figured that something very bad had happened when the witch started to charge at him. The prince stumbled back and fell down from the tower.

Witch: ha ha ha ha ha ha

Thanks to the bushes below he managed to stay alive but because of the thorns poking his eyes, he could not see anymore. Blinded prints kept walking around the forest looking for Rapunzel with tears in his eyes. He fed himself plants and wild fruits he found in the forest. He walked so far that he finally arrived to the desert where Rapunzel lived and suddenly something unexpected happened, he heard a sweet voice singing. He recognized the owner of the voice straightaway.

Prince: this is the voice of Rapunzel

He started walking towards the beautiful voice. At the same time he was yelling

Prince: Rapunzel.. Rapunzel.. Rapunzel..

Rapunzel also recognized the prince's voice

Rapunzel: my prince

She started running towards him

Rapunzel: my prince

Finally they had found each other. Upon seeing him, Rapunzel hugged her prince and shed tears of joy. Rapunzel's tears with prince's eyes and all of a sudden a miracle happened and the prince's eyes opened up, he started to see again. Seeing this, Rapunzel was so happy. Together they went to the prince's kingdom where people greeted them with joy and they lived happily ever after.

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She

touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I

marry!” The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella’s stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.