CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical frameworks that are related to this research. This chapter includes some theories of cartoon Movie, vocabulary, descriptive text and previous studies to support the research.

2.1 Cartoon Movies for Learning English

2.1.1 Cartoon Movies for Learning English

According to Hamalik (2016), a movie is made up of movement, narrative, music, and colors. Many tools may be utilized to communicate with students. In this research, this current research use cartoons to teach the language. The film serves as a visual help. The movies seen here are the same as those seen in theaters or on DVD.Movies may communicate more effectively than other forms of media because they show a speech in a setting that cassettes cannot. Students can see who or what is speaking, where the speaker is located, and what he is doing. Students can learn a lot about vocabulary from cartoons. This is a good way to use media to teach vocabulary and keep students interested and motivated (Munir, 2016).

The film is a useful tool to convey messages to students, in addition to using Movies. In addition to using visual aids as a medium, they can also transform news or learning information. Through the use of movies, students learn the messages, but they also need to learn some characters and expressions from the movie being presented. By using film as a medium, a teacher can convey messages to students visually, verbally, acoustically, or even in

threesomes. This can be done to avoid verbalisms that may occur to students (Hasanah, 2016).

Another expert, (London Holmes, 1992) stated that Cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws. The movie is also the term we use to describe both a single work and an entire body of works through the material and in the medium. (Jeremy Harmer, 2004) statement which also had been explained that cartoon movie has the advantages of vocabulary in teaching and learning process.

Film or movies is a medium that has a great capacity to teach the learning process. So we can call that movie is the one of the educational media.

2.1.2 Kinds of Cartoon Movie's

Cartoon movie are made in different kinds and different purposes. Kinds of cartoon movie are broken down into:

a. Animated Film. They generally consist of drawing and paintings by artist called cartoons.

b. Documentary Films. Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in Technology, and illustrate various aspects of life in nature.

c. Experimental and Avant- Garde Films. Experimental films are made for many reasons. The film maker may wish to express personal experiences or view point in ways that would seem eccentric in

Mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.

2.1.3 Advantages of Using the Movie as Learning Media

The following are the benefits of employing movies in the teaching and learning process Harmer (2004),:

The first step is to observe language in action. One of the most significant advantages of the film is that students can both hear and see the language. This, for example, makes a major contribution to comprehension. Furthermore, common meanings and moods are frequently communicated through expressions, gestures, and other visual signals. As a result, you can see how the intonation corresponds to the facial emotion. These paralinguistic elements give vital indications about meaning and assist the viewer in delving deeper into the text than what they are hearing. The second characteristic is cross-cultural awareness. Movies provide kids with a unique opportunity to view scenarios outside of the classroom (Harmer, 2004). This is especially useful if you want to see a typical British "body language" when inviting someone or if you want an American to talk to a waiter. The film is also valuable for allowing students to see what food and what they are wearing in other countries (Hasanah, 2016).

2.1.4 Disadvantages of Using Cartoon Movie's as Learning Media

According to Mukti (2012), the following are some of the disadvantages of using movies in the teaching and learning process:

1. The production of a film is often costly and time-consuming.

2. When the movie is shown, the images change, making it impossible for all students to follow the information presented in the film.

3. Films are not always fit for the purposes and learning objectives that are required.

2.1.5 How to Overcome the Cartoon Movie's Disadvantage

According to Mukti (2012), the following are some of the want to overcome the disadvantages of using cartoon movies' as learning media:

1. A student-favorite cartoon movie was used to do a media search.

2. Searching for a media cartoon movie that is simple to learn and understood by students.

3. Examining cartoon media to see if it meets the demands of the classroom.

4. In a cartoon movie, ask kids about vocabulary that they do not understand.

5. A cartoon movie is the one of the best way to get students engaged in class and comprehend the plot.

2.2 Learning Vocabulary

2.2.1 Definition of Vocabulary

According to Cameron (2001), one of the language characteristics that should be taught is vocabulary. Learning vocabulary is critical since we must first learn vocabulary in order to be able to speak, write, and listen effectively. When a person can recognize the meaning of a word when they see it, they are said to "know" it. Therefore, it indicates that when studying vocabulary, we must know, understand, and employ it in a sentence.

In a modern English Longman dictionary, vocabulary is described as "all the words that someone knows or uses" in a target language (Nation, 2001). Regarding Hedge, 2000; Nation, 2001; Schmitt (2004), The four language abilities must be understood and used by language learners and speakers since vocabulary is the bearer of linguistic meaning. Listening, speaking, writing, and reading are all examples of communication skills) (Ahirudin, 2018; Nation, 2001; Schmitt, 2004).

Vocabulary is defined as knowledge of words and word meanings in two forms: oral and print. While Lehr et al., (2004), Oral words are vocabulary terms that a learner knows and uses while listening and speaking. Print vocabulary terms are vocabulary items that the learner identifies and uses in reading and writing (Weels, 2002).

According to the above description, vocabulary is one of the English components that students must acquire and achieve when learning a new language. It also demonstrates why vocabulary is so crucial in English lessons.

2.2.2 Vocabulary Mastery

Vocabulary mastery is always being an important component of English. According to Lewis and Hill, as cited by Uswatun 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.

2.2.3 Importance of Vocabulary

The significance of vocabulary development cannot be emphasized. Vocabulary, one of the linguistic components, is essential in learning English. Vocabulary is an essential part of learning English. Nunan (1998), In his book, he claims that vocabulary is the simplest aspect of learning a second language and requires minimal formal attention in the classroom. Nunan (1998), has also indicated that a broad vocabulary is required for successful second language usage since we will not apply the structures and functions we have acquired for intelligible communication unless we have a wide vocabulary (Nunan, 1998). "Very little can be expressed without grammar; nothing can be conveyed without vocabulary," In Norbert's book, Wilkins (1972), explained the value of vocabulary learning. It indicates that even if someone has bad grammar, he can communicate; nevertheless, if he lacks vocabulary, he cannot. It highlights the significance of vocabulary for students learning English (Munir, 2016).

2.2.4 Kinds of Vocabulary

According to Brinton (2000), words fall into two distinct categories, as stated in his book: Words with content and words with function: The first set of content words consists of nouns, verbs, adjectives, adverbs, and certain pronouns. The second type of word is a function word, which includes

prepositions, conjunctions, interjections, particles, auxiliaries, articles, demonstratives, adverbs, and pronouns. As a result of the above argument, we may deduce that vocabulary can be separated into function words and content words (Ahirudin, 2018).

2.2.5 Teaching Vocabulary

Teaching vocabulary using English cartoon movie gave significant effect on vocabulary for the students (Hasanah, 2016). Richard as cited by Fathul 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 Fathul 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.

2.2.6 Strategy in Teaching Vocabulary

Linse (2006: 122) said that learners need to acquire vocabulary learning strategies in order to discover the meanings of new words.

According to (Munir 2016), there are common categories of technique in instructing lexicon, as a 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 playback 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.

2.3 Previous of Related Studies

Analyzing vocabulary skills in the mastery of language have been carried out. However, the selection and application of the procedure as a learning strategy must be appropriate and is something that must be done by a teacher. In accordance with this study topic, "The Effectiveness on Using Cartoon Movie as Vocabulary Learning on senior high school students'" written to

complement the studies that have been done before. Some studies used a literature review in this study, as follow:

There have been many earlier studies that connect to this subject. The first literature review used is action research conducted by (Widyawaty, 2010) with the title, "The Use Cartoon Movie to Improve Students' Vocabulary Mastery". The result of this research teaching English in junior high school is introducing English as the first foreign language to junior high school students in order to be able to communicate simple English, so the teacher of junior high school should have appropriate method in teaching English. This study is focused on the method of teaching vocabulary by using Cartoon Movie to improve student"s vocabulary mastery. The method of research used in this study is action research (CAR). From this study, Researcher could take the conclusion that there was a significant difference between pre test and post test. The mean of post test is greater than the mean of pre test both in cycle I and cycle II. In cycle I is 5.6 and cycle II is 7.6. Both of them is greater than t-table with n =31 is 2.04. The role of media is very important to increasing achievement vocabulary mastery. Therefore, to help the students to remember vocabulary and practice in learning language, so they was study vocabulary more easy and not bored in learning language. So, they understand and memorize the lesson. It is one of solution to be used as appropriate method in teaching learning proses.

The second research of 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. 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.

The third 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.

In addition, the differences between the previous studies with this study are related to the approach of the study that is used Class Action Research (CAR) that contain quantitative research and qualitative research. Meanwhile, this study is Experimental research. The purpose of the study was to find effectivness the significant difference between the students taught by cartoon movie and the student taught without cartoon movie toward vocabulary score.