CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary Knowledge

1. Definition of Vocabulary

Vocabulary is compilation of the word that is known to there meanings and can be used by someone in one language. Vocabulary has always been a major factor should be controlled before the components of another. When student less vocabulary English they could not interact and speak English, read right, don't understanding about wahat other people say and cannot write a sentences[1]. Vocabulary is a basis of a language, it is very important to be mastered first. We cannot well understand written materials if we do not master it. Student's ability in vocabulary is important for everyone who learn language for listening, speaking, writing and reading. The leaners who lean foreign will speak fluently, accurately and easily, because they have many vocabularies.

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[1] Reni Raudatul Munawaroh, ''*improving student's vocabulary through make match method''* ,Loquen English Studies Journal, Vol.1, no.1 (January-june)2017

Vocabulary is a list of target language word. As a part of language system, vocabulary is intimately interrelated with grammar[2]. Vocabulary has some definition, according to chambers English student's dictionary[3]

Those are:

a. Vocabulary is word in general

b. Vocabulary is word known and used by one person or within a particular trade or profession.

c. Vocabulary is a list of word in alphabetical order with meaning.

From those definitions, the writer can conclude that vocabulary has important position in making sentence and related in focus sentence for language skill. Beside it, cosmopolitan vocabulary is an undoubted to any language that seeks to attain international use.

According to Hornby, vocabulary is ''total number of words which with rules for combining them) make up a

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[2]David Nunan, *Language Second Teaching And Learning* , (Bustom, USA: Heinly publisher, 1996),p.101.
[3] Chamber English dictionary , (British national corpus : publisher .1997), p.573.

language[4].from this opinion, it is obvious that English teaching proposed by the English teacher should take into consideration student's vocabulary mastery during teaching-learning activity. Also, the English teacher should be able to teach unfamiliar or specific word which are adjusted to the student ability when they read certain texts directly. Direct instruction on mastering new vocabulary can be taught to the student if it focuses relating them to student background knowledge, such as senior student adapted to the knowledge stored.

However vocabulary has differences of the point out such as :[5]

a. Vocabulary is when we speak and write ; the term expressive vocabulary is used to refer to both since these are vocabularies we used to express our selves

b. Vocabulary when we listen to speech and we read ; the term receptive vocabulary is used to refer to listening and reading vocabularies

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[4] As Horby, *Oxford Advance Leaner's Dictionary of Current English*. (London: oxford university press, third edition. 1974), p.959.

[5] John J. Pikulsi and Shane Templeton. *Teaching And Developing Vocabulary*, (USA: Houghton Mifflin company, 2004), p.1

c. Vocabulary that round out the terminology, meaning or oral vocabulary refers combination of listening and speaking vocabularies.

d. Literate vocabulary refers to the combination of our reading and writing vocabulary.

2. kind of vocabulary

Vocabulary is classified into active and passive vocabulary

a. active vocabulary refers to put items which the learn can use appropriately in speaking or writing and it also called as productive vocabulary, the student have to know and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words, this type often use in speaking and writing skill.

b. Passive vocabulary refers to language items that can be recognized and understand in the context of reading or listening, and also called as respective

vocabulary[6].

According to john Haycraft that are to parts of distinction need between:

a. Active vocabulary, words which the students understand, can pronounce correctly and uses constructively in speaking and writing.

b. Passive vocabulary word that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself[7].

So from descriptive above, passive vocabulary or receptive vocabulary is only presented until the student know the meaning to understand the context of reading or listening and active vocabulary is used to speaking and writing, the stage of teaching and learning must be end with vocabulary practice, where the student get an opportunity to try to use the vocabulary in context.

3. The Importance of Vocabulary

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[6] Mary Lee Filed , Jo Ann Aeborsold , *forum reader to reading teacher* , (new york: Cambridge university press,1997)

[7] John Haycraft, *an Introduction To English Language Teaching*, (England: Longman,1978), P. 44

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Vocabulary is the central of English learning because without vocabulary learners cannot express their ideas and cannot express their feelings. In line linguist, David Wilkins state that '' without grammar very little can be conveyed, without vocabulary nothing can be conveyed[8]. This statement means leaners cannot think that only four skills in English which in important. Truly , without us knowing it vocabulary is the one that include in that four skills indirectly.

States to john read (2000) vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the leaner's progress in vocabulary learning and to asses how adequate their vocabulary knowledge is to meet their communication needs[9]. This statement explain us another importance of vocabulary that has a function to measure leaner's progress. Especially the progress of their confident in understanding English and how they practice it.

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[8]Scout Thornburry, *how to teach vocabulary*, (OXFORDSGIRE: blue stone press, 2002,) , p. 13

[9] John read , *assessing vocabulary*, (Cambridge university press, 2000), p. 1-2

A word of vocabulary should have much attention to be understood. One of vocabulary sometimes has many other meaning. that's why; learning vocabulary is one language component. one of the way to learn vocabulary is by using some techniques like watching English movie for student and learner. Watching English movie is going to built the interest and confidence around the leaners, because they can enjoy and fell happy within.

A good vocabulary goes hand in hand with your ability to think logically and to learn easily and quickly. Language help you understand yourself and the word around you. A good vocabulary and your ability to use word correctly and effectively can be your passport to world of interesting and exiting information. You can travel in the past , in the present, in the future trough the word you are read or hear. You can learn to use words to help transport other world you have discovered. More ever a good vocabulary make schoolwork easier and more

rewarding[10]. It is clear that the importance of vocabulary is not limited and paged as an useless subject in English but also contribute to measure a progress.

4. **Vocabulary Learning in Classroom Activity**

Having many vocabularies needs some practice needs and techniques in reaching that. Therefore, many language experts introduce how vocabulary can be learnt effectively. Hatch and brown identify vocabulary learning in two kinds; those are intentional learning and incidental learning.

a. Intentional learning can be said that learning vocabulary is done in class by student and teacher also by planning and designing materials[11]. In the other words, teachers teach the vocabulary to students, and then all students are asked to remember the words. Some of the linguist stated that learning words in bilingual vocabulary list can

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[10] Mahmud Nasrudin, English for IAIN student revised ' *'Vocabulary Bulding Basic Reading Skills''*, (Jakarta : Pusat Bahasa IAIN), P.1

[11] Evelyn Hatch and Cherly Brown, Vocabulary, Semantic and Language Education (New York: Cambridge University Press, 1995), P. 146

be the act of intentional learning.

b. Incidental learning can be described that student learn language in order to communicative purpose and it provides double advantages for time used[12]. When student learn vocabulary incidentally, they can save their time because they can get vocabulary unconsciously. One of the ways to learn vocabulary incidentally can be done by extensive reading.

There are three components of vocabulary ability that should be mastered by student, those components are:

a. The background of vocabulary use. Vocabulary ability should draw on the various types of pragmatic, social and cultural situation which are used significantly influence the meaning.

b. Vocabulary knowledge and fundamental process. This component consist of some aspect of vocabulary size, knowledge of words characteristic , lexicon organization and the process to increase

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[12]Norbert Schmitt, *vocabulary in language teaching*, (new york: Cambridge university press, 2000} p. 120

vocabulary knowledge by speaking and writing.

c. Metacognitive strategies for vocabulary use. This strategy can be used by all language users to ménage the ways which they use in communication. Leaners have to know and apply this strategy in communication in order to overcome their lack of vocabulary knowledge to function effectively[13].

It can be concluded the way and the strategies of vocabulary learning may affect student's exposure in getting vocabulary. When students can keep learning vocabulary continuously and can use it in context, automatically their size and knowledge of vocabulary will increase.

B. Movie

1. Definition of Movie

Movie or cinema is a form of technology audio visual. Almost all ideas, messages, or any event can be created and displayed using this motions audiovisual technology.

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[13] John Read, , *assessing vocabulary*, (Cambridge university press, 2000) p.29-30

Both the real things that are around humans (documentary), to the things fictitious things that come from imagination. As a work of technology, film or Cinema can be seen in two things namely in term of physical and non physical. Physically, the film is much influenced by discovery and advancement of combination of optical (lens), mechanical , chemical technology , electromagnetic to digital technology. This look at recording technology and presentation . while in terms of non physical or the content of the story, the film is more influenced by cultural development factor both from the elements of a pattern or framework science inside[14].

As the running, movie is not only made based on imagination, but also directed to break up the facts that almost faded . according to Hornby , film is a story, recorded as a set of moving pictures to be shown on television or at the cinema[15]

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[14] Estu Miyarso: *Developing of Interactive Multimedia For The Study Of Cinematography*, thesis. Yogyakarta: graduate school, state university of Yogyakarta, 2009. P.1

As Horby, *Oxford Advance Leaner's Dictionary of Current English*. (London: oxford university press, third edition. 1974), P.34

2. The Structure of Movie

Barsam states that the way the story in a movie is told is called its *narrative*. The narrative structure of a movie has several elements, they are:

a. Story and plot. Story refers to the whole universe where the events of the movie occur, while plot is the parts of that universe that is presented on the screen.

b. Order is the way the events in the movie are sequenced.

c. Events are what happen in the movie.

d. Duration can refer to story duration, which is the implicit amount/length of time the whole events happen; plot duration, which is the amount of time the plot happens; and screen duration, which is the length of the movie itself.

e. Suspense and surprise. Suspense is what audience expect to happen but does not happen, while surprise is what audience do not expect to happen, but happens.

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h. Setting is the time and place in which the story occurs.

i. Scope is the range of time and place from which to which the plot occurs.

j. Narration and Narrator. Narration is the story telling of the movie. It can be visually (by camera work) or orally (by narrator)[16].

2. Categories/Genre Of Movies

Movies can be categorized based on the recurring elements or pattern in them. This categorization results in the term *genre*. Some movies focus on one genre, while some others mix the genres by adding elements from other genres to make the

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[16] Ricard Barsam and Dave Monahan , *looking at movies* P. 119- 142 .

movie more interesting. From mixing elements from other genres, many new genres emerge. Film site identifies 11 main genres, namely action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war, and westerns; and 13 subgenres, including fantasy, romance, biography, and thriller/suspense[17]. The definition and examples of several genres and subgenres are as follows:

a) Action**,** usually include energetic actions, with elements like chases, rescues, escapes, battles, and fights in a spectacular pacing. These actions usually involve the traditional good versus bad characters. The examples of such genre are *James Bond* franchise, and *Kill Bill volume 1 & 2* (2003 & 2004).

b) Adventure**,** is similar to action genre which aims to entertain the audience with energetic actions. However, adventure movies usually focus more on travels, explorations, quests, treasure hunts, etc. Some notable examples are *jurasic world* and *Pirates of the*

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[17] Filmsite.org, on 25th October 2015.

Caribbean franchises.

c) Animations**,** or animated films are made from drawing or illustrations which are photographed and projected in rapid succession. Animations are often mistaken as a genre while in fact, animation is a filmmaking technique. Animated movies are usually intended to attract younger audience even though quite animated movies use more complex and mature themes. Well- known examples of animations are produced by Walt Disney studio, such as *Snow White and the Seven Dwarfs* (1937) and *Aladdin* (1992).

d) Comedy**,** usually have simple and amusing plots with dialogues, situation, and characters that invoke laughter from the audience. Some examples are *Monty Python and the Holy Grail* (1975) and *Airplane!* (1980).

e) Drama**,** serves mostly serious and realistic stories which show characters and their relationship with themselves, other people, or life and nature. This genre is perhaps the largest and broadest genre

because it can expand to other subgenres, like historical drama, melodrama, family drama, etc. Some examples of dramatic movies are *Taxi Driver* (1976), *The Help* (2011), and *Paris, Texas* (1984).

f) Fantasy**,** entertains audience by serving imaginative stories with elements like magic, mythology, and fairy tales. Notable examples of this subgenre are *Harry Potter* trilogy and *The Lord of the Rings* trilogy.

g) Horror, aims to frighten the audience. Usually there is a presence of supernatural elements, like ghosts, possession, cults, monsters, etc. The *frightener* can also be in the form of a homicidal maniac. Some examples are *Psycho* (1960), *The Shining* (1980), and *Insidious* (2010).

h) Musicals, usually have characters that express themselves by singing and/or dancing. Notable examples include *The Sound of Music* (1965), and *Les Miserables* (2012).

i) Romance**,** are dramas that focus on romantic

relationships between characters. Some popular examples are *Annie Hall* (1977) and *Titanic* (1997).

j) Science fiction or *sci-fi,* mainly focuses on humanity's relationship with advancement of science and technology, like robots, time-machine, or outer-space. However, very often most science fictions are about speculative fantasy life beyond humanity, like aliens, viral plague, or disasters. Notable examples of this genre are *Star Wars* franchise*, Solaris* (1972), and *Interstellar* (2014).

k) Thriller, aims to thrill the audience or keep them on the edge of their seats' by creating suspense and anxiety. It usually involves mystery and characters that are in possible danger like homicide or terrorism. Notable examples of this genre are the movies by Alfred Hitchcock like *Read Window* (1954) and *Vertigo* (1958).

l) War, takes place in the middle of a war conflict. The characters can be soldiers, or people affected by the war. Some examples are *Saving Private Ryan*

(1992) and *Pearl Harbor* (2001).

3. The Advantages of Watching Movie Towards Vocabulary Mastery

Films speaks in language of the sense. It show that there is a relation between watching movie activity and developing the skill of language. Moreover, the visual element is the motion pictures means of communication[18].

Also, clesr, crisp visual and aural rhytms are created by the pysical movement or sound of objects on thescreen, by the pace of the dialogue, by the natural rhytms human speech, by frequency of editorial cuts, by the varying leght of shots between cut, and by the musical score. It supports that trough watching movie activity, student get some knowledge of language , some new vocabularies, and some ways to deliver their words in communication.

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[18] Carol A.Seger, Brian J. Spiering, *A Critical Review Of Habit Learning And Basal Ganglia*. (USA: Colorado State University, 2011) P.1

4. Previous of Study

The first related study was conducted by Yusvita. She Tought to find the relationship between the listening skill and the watching habits of 40 second grade students of MTs Hidayatut Thalibin, South Jakarta. She used questionnaire to collect the data on students' watching habit and she used students' score provided by teacher as the data of the students' listening skill. She correlated the scores from questionnaire with their listening scores by using Pearson Product Moment statistical procedure. The findings of her research showed a moderate correlation between the watching habit of students at MTs Hidayatut Thalibin and their listening skill with index correlation value 0,46. However, her research also showed weakness, mainly in the questionnaire. Rather than asking how the students watched the movies, most of the questions asked how the students perceived the use of movies as a learning material. Furthermore, the response only involved three

scales/options[19].

  The next related study which was conducted by Rahman focused on how the amount of time that students spent in watching English movies relates to their vocabulary knowledge. The sample in this research was 64 second graders at MAN 1 Semarang. Rahman used a questionnaire to measure the students watching frequency and a test to measure their vocabulary knowledge. He found a correlation with index value of 0.584. It was a positive correlation which means the more students watch movies, the more they improve their vocabulary knowledge[20].

[19] Riri Yusvita , *The Relationship Between Student's Habbit Of Watching Movie and Their Listening Skill,* An Undergrate at State Islamic University Of Jakarta, Jakarta,2010.

[20]Arif Rahman, Correlation Between Frequency F Watching English Movie and Vocabulary Mastery Of Second Grade Students of Man 1 Semarang in Academic Year Of 2011/2012.