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## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Frequency

Frequency is the number of times something happens within a particular period, or the fact of something happening often (cambridge.org.dictionary). In this research the writer referred the frequency in watching English movie. Means it also can be taken as a habit of the students. Thus, the more they watch English movies means it becomes their habit. to make it more understandable the writer would like to refer the word frequency in watching English movies as habit in watching english movies. Habit is also stated as a behavior acquire by frequently repetition that shows itself in regularity (Meriam in Webster.com).

From the defitinion above, the writer concludes that habit is something that is conducted repeatedly and continuously as well as the frequency. In this study, the writer intended to know students' frequency of watching English movies in their daily activity which means it can be done anytime and anywhere. It can be done at home, at schools, on the way and other places. This activity is one of the of students' learning types. They do something often and repeatedly to improve their achievement. In short, some indonesian students like to use this way of

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learning by watching more English movie to enrich their vocabulary, grammar, pronunciation, spelling, etc.

The factors frequency of watching English movies are :

- a. Someone's interest
- b. Repetition ( [www.thehabitfactor.com](http://www.thehabitfactor.com))

**2. The Movie or Film****a. Definition of Movie**

In accordance wikipedia "A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects". According to Hornby, film is a story, recorded as a set of moving pictures to be shown on television or at the cinema (Hornby, 1995:34).

**b. Advantages of movie**

Watching movie is kind of entertainment. But we have to know that by watching movie we also can learn English. We can enrich our vocabulary by frequently watching movie. Vocabulary will be familiar in our mind because we hear it frequently and use it in daily activity. Watching movie is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of such advantages, watching movie is possible to be a way of enriching vocabulary. Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of

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continuous movement. Movie can be effective media in teaching learning process, because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Movie can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. It indicates that movie is a useful way to improve vocabulary's students. Choosing the right movie is very important too. A lesson will be much easier and interesting if we use movie.

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are many advantages that can be obtained in the use of movie as a media to deliver lessons to students. They are:

1. Movie can describe process.
2. Movie can arouse impression of room and time.
3. The pictures are three dimensions.
4. The sound can arouse reality of pictures in form of nature expressio.
5. Movie can tell expert's voice while watching his/ her appearance.
6. Color movie can add reality of object, which is practiced.
7. Movie can show scientific theory and animation.

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A good movie is a movie that can meet the needs of students in relation to what has been learned. Oemar Hamalik argues that adhere to basic principles of 4-R is: “the right film is the right place at the right time used in the right way”.

#### c. Movie as a media in teaching vocabulary

It is necessary to learn vocabulary whenever a learner comes into contact with a new language and tries to use it. However, studying language causes some problems. Because many students consider that learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant. Therefore, the teacher should use appropriate technique and media. Actually teaching learning process is a communication process. It has to be realized through conveying activity and changing message by the teachers or students. Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movie is very important and also helps students more understand the message which the teacher gave them.

In other words, many special factors which help teachers to select appropriate media that should be used. Many kinds of media

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such as pictures, tape recorder, radio, television, and movie that are useful for teachers to achieve instructional goals of the teaching learning process and they can also be formed easily in our daily lives. From the explanation above the researcher concludes that movies as one of several media in teaching and learning vocabulary is very important and vocabulary can help students more interest and can receive the messages from the materials. According to Clare (2017: 35) there are many reasons why video can be important in education:

## 1) Culture

*Socio-Linguistic context*

When we watch a video, we are immersed in a rich cultural picture. We don't just learn the language but we learn how is the language used. Video gives us a cultural, socio-linguistic context for the language. Video is hugely valuable as a source of cultural input. Video teaches us about the world. It opens our mind to others cultures. So we are learning alot more than just a language.

*Access to English speaking culture*

We should bear in mind that many students are learning English in orderto have access to English speaking culture –films, songs, books, etc. Thisis part of their main motivation, so by using video as part of the language learning process, we're helping to give them access to that.

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## 2) Emotions

### *Engaging the emotions*

One of the greatest strengths of video is its ability to communicate with viewers on an emotional as well as a cognitive level. We feel, therefore we learn. Video engages the emotions, and this is critical for learning. If you don't care about something, you're not likely to learn much about it. As soon as you feel something (empathy, sadness, happiness, humour) you start to care, you start to feel passionate about it. And this turns on the learning switch – the amygdala, in the brain. It means that the learning you do will be more memorable, more durable.

### *Impact on cognition*

In education, we see that emotion and cognition are very closely interrelated. The aspects of cognition that we use when we're learning something – attention, memory, etc. are all profoundly affected by emotion. So this ability to reach learners' emotions means that video can have a positive effect on both motivation and affective learning. These are not only important learning components on their own, but they play an important role in creating the right conditions for greater cognitive learning to take place.

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### 3. Vocabulary Mastery

In daily, we need language to conduct communication. Language consists of sentences that are built from many words or vocabularies. Vocabulary is commonly defined as knowledge about words, word's meaning and the usage of words in communication. Language belongs to many vocabularies that are combined becomes one of unity. Vocabulary is used as the first step to recognize language deeper. Someone who has good vocabulary mastery can understand more in communication. In contrary, someone who is still weak in vocabulary mastery will get difficulty when communicating with others, reading a book, writing even when listening. Vocabulary may be defined as the important part in constructing language. Vocabulary is central to language and of critical importance to the typical language learner. It means that the vocabulary has the important role in understanding language for learner. Vocabulary cannot be separated in using language.

Then, Wei (2007) explained "Vocabulary has been increasingly recognized as essential to language use; inadequate vocabulary could lead to learner difficulties in language reception and production". In other word, the difficulties in learning language can be reduced by using vocabulary.

Vocabulary is the basic to learn four skills of English, those are listening, speaking, reading and writing. Without vocabulary mastery well,

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it will be hard for foreign language students to get confidence when using language in communication. Dupuis *et.al* (1989: 67) explained “Vocabulary refers to a set of words or phrases which label the parts of material to be learned and which are necessary for student to use in talking and writing about the material”. Thus, the students’ success in mastering four skills of English is because the role of vocabulary.

From the statements above, we can conclude that vocabulary is the knowledge of words. Students will be easy in learning language because the role of vocabulary. The lacking of vocabulary causes difficulties in learning process of the students. Also, students are conscious that vocabulary influences their result in English learning directly and indirectly.

#### 4. The kinds of vocabulary

Vocabulary means study of words. The amount of words in English is not limited. There are words that are used frequently. Nevertheless, there are words that are seldom used. Instead, there are words that can be very seldom found in written and spoken English.

Because the vocabulary development is complex, the expert of language divided vocabulary into some kinds. According to Nation (2001: 11), vocabularies in are distinguished in four kinds. Those are:

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a. High-Frequency Word (HFW)

High-Frequency word is vocabulary which has mostly appearance in text. The appearance is about 80% up to 90% from overall the text. For the example are *do, make, say, live* words that can be ensured appear in the text. Almost 80% of the running words in the text are high-frequency words. For the implication, more and more the learner master in HFW vocabulary, they will understand the text easier. In short, high-frequency word can be found in written and spoken English text easily. Students are familiar with words that include in this word kind.

b. Academic Word (AW)

Academic word is vocabularies which generally appear in scientific or academic text. Nation (2001: 12) revealed “The text is from an academic textbook and contains many words that are common in different kind of academic text: *policy, phase, adjusted, sustained*”. This group includes word such as *perceive, role, available, etc.* There are 570 vocabularies which is 8% up to 10% are vocabularies in academic texts. For the implication, if the learner wants to come in academic world, such as lecture or researcher, AW mastery can help the students to understand the scientific texts. Then, these vocabularies are very important to be studied for anyone using English for academic purpose.

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## c. Technical Word (TW)

Technical word is vocabulary which has special meaning that are very close related to topic and subject area that are studied. Nation (2001: 198) stated “A technical word is one that is recognizably specific to a particular topic, field, or discipline”. Thus, technical words can be found in particular area, such as law, applied linguistics, electronics, and computing. This group includes word such as *agree* and *concordance* in grammatical, or *subpoena*, *decree* in law. People who know these words are people who have knowledge of that field well than others. The amount of this word is not more than 1000 words in dictionary.

## d. Low-frequency Word (LFW)

Low-frequency word is vocabularies which are rarely used in English. Nation (2001: 199) also explained “Low-frequency word includes all the words that are not high-frequency words, not academic words, and not technical words for a particular subject”. The words such as *jettison*, *zoned*, *pioneering*, *aired*, *pastoral*, and *flabbergasted* include in this category. The amount of these words is estimated 126.000 vocabularies. But, the usage of these words are limited, it's only 5% of the overall vocabularies in the text. In other word, low-frequency word is group of words that we rarely meet in our use of the language because do not include in high-frequency word, academic words, and technical words.

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## 5. The importance of vocabulary

Vocabulary is success key in learning language. Vocabulary plays an important role in learning language, especially for EFL students. Students can use English well because the role of their vocabulary mastery. They will get difficulties in learning process if their vocabulary mastery is bad. Four skills of English can be learned easier if their vocabulary mastery is good. By having many vocabularies, students can express their feeling. On the other hand, they can understand what people say easily.

The importance of vocabulary learning can be evidenced by application in real world. An example, students who have good vocabulary mastery will be confident with their speaking activity. Thus, it's necessary for students to know many vocabularies in their study. Nation (2001: 9) revealed "Studies of native speakers' vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal". The benefit of vocabulary learning for students not only can be used when they learn in class, but also when they use language as a tool for communication.

When learning process, sometimes students don't have any attention in their vocabulary development, whereas vocabulary is necessary to give students something to suspend on learning structure. Wei (2007) explained that in the past, vocabulary teaching and learning

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were often given little priority in second language program, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.

It shows that now day the role of vocabulary has been considered its effectiveness to give many contributions in learning process. The program of the study has been renewed to assert vocabulary as the important program. From the statements above, it can be concluded that learning vocabulary has many benefits for students. Many researchers suggest students have many vocabularies in their learning English. The role of vocabulary in learning is to help students in understanding what they are studying. Lacking of vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will cause wrong meaning for students if the vocabulary mastery is bad. In addition, Mehrpour (2008) explained that there is usually relation between one's knowledge of vocabulary and student's proficiency in English. The more concern of vocabulary is its contribution in learning process by the students. Students who possess good word power or knowledge of vocabulary are usually more successful language student. Thus, vocabulary is important to be studied by the students, especially for EFL students.

Many things need strategy to get satisfaction result. Strategy is used to achieve the certain aim. In learning, especially learning vocabulary, students need strategy to solve their problem in adding knowledge about vocabulary. Vocabulary learning strategy is required to

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help students understand words easily. There are many strategies in learning vocabulary, such watching movies, using dictionary, reading books, etc. Brown and Payne's (1994) revealed that students discover other words from any sources, such as watching television, listening to the radio, reading newspaper and magazine, interacting with native speakers, and studying word list and textbooks.

## 6. The Correlation between Movies and Vocabulary

Today, Film and streaming media are naturally part of young people's lives. According to statistic young people between 15-24 are the most active media consumers. They spend average about seven hours each day using internet, watching Tv, watching film, reading newspaper and listening to radio. Nordicom- sweden in Fjallstrom (2010) stated that more than 50% of young people aged 9-24 stated that they watch video clips on the internet, for example, on youtube, every day.

Movies also spread enthusiasm among students. Movies also can increase students' motivation in learning language such as English. But the most important of that is as Al-Sarhan (2013) states that watching Movies can improve students' vocabulary mastery. This make it possible for students' to pick up for instance phrases and expressions that they could actually use in an English-speaking environment or they could actually use them to practice their English among their friends. Moreover, movies can be a good way of learning vocabulary related to a certain theme. It can be easier to practice for instance restaurant or shopping situations

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with the help of an example provided by movie, Ruusunen (2011: 11). Also for grammar teaching can take advantage of movies. Since the students may have different opinions about learning grammar, it can sometimes be very challenging for the teacher to find a way of teaching grammar that would motivate as many students as possible. There are several different methods of teaching grammar but still it can be rather difficult for some students. Abbe in Ruusunen (2011: 9) states that using audiovisual methods can be motivating and make the teaching more efficient. Thus, a scene of movie can be used for instance as an introduction to a new grammar theme, or as an example of a certain grammar structure.

English Films also can help all kinds of English problems such as limited vocabulary, poor comprehension, slow reading, bad grammar, none existence conversational skills, to the name of obvious, Stewart (2006). Furthermore, Stewart states vocabulary-listening comprehension are not the only skills improved by watching English movies. Films can also serve as the basis for writing assignment and oral presentations. In short, Film can provide invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English in Elementary and High School.

Based on some research findings by some experts above shows that watching English movies have positive influences on students' vocabulary mastery both in EFL and ESL. Since it also helps students in

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improving their vocabulary knowlege by watching movies, the EFL teachers should also consider using movies in teaching methods, especially in teaching vocabulary. English movie is a great tool to teach vocabulary since they help to relate words into context and birng variety into vocabulary, Rusuunen (20012: 89). It can be very challeging for teachers to use movies as a teaching equipment since the teachers should be linking them to curriculum.

In Addition, based on the writer personal experience while learning English as students' since high schools , watching movies frequently help alot in improving vocabulary. Thus, the writer will carry on this research to know whether it works the same for other students' or not.

## B. Relevant Research

This research has relevance research to other researches, Achilia ( 2014) *The Correlation between habit in watching English film with English subtitles, Grammatical competentec, and speaking skill*.The aim of this research was to find out the correlation between 1)students' habit in watching English films with English subtitles and speakingskill; (2) students' grammatical competence and speaking skill; and (3) students'habit in watching English films with English subtitles and grammaticalcompetence simultaneously to speaking skill.The research used correlational method. The research was conducted atEnglish Education Department of Sebelas Maret University. The sample was 30from the population of 88 sixth semester

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students. The instruments to collect the data were in the forms of questionnaire and test. The questionnaire was used to collect the data of students' habit in watching English films with English subtitles while the tests were used to collect the data of students' grammatical competence and speaking skill. The techniques which were used in analyzing the data were Simple Correlation and Multiple Regression Correlation. The result shows, (1) there is a positive correlation between students' habit in watching English films with English subtitles and speaking skill ( $r_{x1y} = 0.511$ ); (2) there is a positive correlation between students' grammatical competence and speaking skill ( $r_{x2y} = 0.73$ ), and (3) there is a positive correlation between students' habit in watching English films with English subtitles and grammatical competence to speaking skill simultaneously ( $R_{y12} = 0.76$ ). It means the increase of students' habit in watching English films with English subtitles and grammatical competence, either separately or simultaneously, will be followed by the increase of the students' speaking skill. The similarity with this research is on variable X and the method of collecting and analyzing the data. Meanwhile, the difference from this research is on variable Y.

Misbahudin (2011), *The Correlation students' mastery of vocabulary and their reading ability*. This research is purposed to analyze the correlation between students' vocabulary mastery and their reading ability. In this research the writer used the quantitative method by *Pearson Correlation Product Moment*. There are two variables in this research. Students' vocabulary as *independent variable* (X) and Reading ability as *dependent*

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variable (Y), the technique of collecting data was by using a *test*. The test consisted of 20 items of vocabulary test and 20 items for reading comprehension test. The object of this study is 40 students from class VIII A of the second grade students at SMP YMJ Ciputat in the Academic year 2010/2011. From the calculation by using *Product Moment Formula*, it was found out that the mean of the scores of the vocabulary test was 60.375. The mean of the scores of the students' reading comprehension test was 45.75. The result of applying  $r_{xy}(r_o)$  distribution shows that the coefficient correlation was 0.68. The degree of significance 5% is 0.304. and the degree of significance of 1% is 0.393. It means  $r_o$  is higher than  $r_t$  ( $0.68 > 0.304$ ) and ( $0.68 > 0.393$ ). So alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. The conclusion of this research was there is correlation between Students' vocabulary mastery and their reading ability. The similarity with this research is on variable X, the method of collecting and analyzing the data. Meanwhile, the difference from this research is on variable Y.

### C The Operasional Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research is correlational research in which focuses on gaining the correlation between frequency of watching english movie and vocabulary mastery of the eleventh grade students at State Senior High School 14 Pekanbaru. Therefore, in analyzing the problem in this research, there are two variables used. *First* is

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the Frequency of Watching English movies, *second* is students' Mastery Vocabulary, of the eleventh grade students at State Senior High School 14 Pekanbaru. Students' frequency of watching English movies is independent variable and students' vocabulary mastery is dependent variable. To operate the investigation on the variable, the writer works based on the following indicators, Achlia (2014: 15):

The indicators of variable X (students' frequency of watching English movies) are as follows:

1. The repetitive Action.
2. Paying Attention to the characters, the characters' movement, the subtitles.
3. Absorb Information.
4. Being entertained, amused and/ or enlightened.

The indicators of variable Y (students' vocabulary mastery) are as follows, (Nation in Ummi Kulsum: 2016):

1. The students are able to differentiate of synonyms and antonyms.  
The students are expected to be able to find out the meaning of the words.
2. The students are expected to be able to use appropriate choice of words.
3. The students can identify of word elements such as prefixes, suffixes and roots.

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4. The students are able to know about part of speech (especially noun, verb and adjective).

**D. Assumption and Hypothesis****1. Assumption**

In this research, the writer assumes that the more frequency of watching english movies , the better students vocabulary mastery in English ofthe eleventh grade students at State Senior High School14Pekanbaru will be.

**2. Hypothesis**

Ha : There is a significant correlation between the frequency of watching english movies and vocabulary mastery of the eleventh grade students atState Senior High School 14 Pekanbaru.

Ho : There is no significant correlation between thefrequency of watching english movies and vocabulary mastery of the eleventh grade studentsatState Senior HighSchool 14 Pekanbaru.