

Chapter Two

Literature Review

One of the most important things to help learners to communicate successfully is knowledge of vocabulary. The richer vocabulary we have, the better we can communicate. Hence, in order not to fail in the way of teaching and learning vocabulary, teachers and students must try their best to find out an appropriate method for themselves. Using visual aids, especially movies or film, is a good way to teach vocabulary and really important, necessary for the new method of teaching and learning. To elaborate further the methods of teaching vocabulary, this chapter presents the definition vocabulary, kinds, important of vocabulary, teaching media, movie, and teaching through the movie.

Vocabulary

This part the researcher discusses about the definition of vocabulary according to expert, and also kinds of vocabulary itself. Definition of vocabulary. Lehr, Osborn, and Hiebert (2004) state that vocabulary is the total number of words, which make up the language. It can be defined, roughly, as the words, we teach in the foreign language. In addition, Linse (2005) also have a similar definition that vocabulary is knowledge that studied the word. The part of words gives a clue of the meaning of language. In the other side, Richard and Rogers (2003) state that vocabulary is very important to be learned because it is one of the elements of language that should be learned and taught. It cannot be denied, that it will be hard to master a language

without mastering or understanding a certain number of vocabularies. It is also as an essential component of reading proficiency.

Richard (2002) stated that vocabulary is used to learn how the student can communicate well in speaking, listening, and writing. He explained that vocabulary is one of language component that can affect macro skill. From the definition above the researcher can conclude that vocabulary is a list of words that students have to know and also use in macro skills that were listening, speaking, reading, and writing skills.

Types of vocabulary

There are many types of vocabulary in learning English. They are active and passive vocabulary, productive and receptive vocabulary and low-high frequency vocabulary.

Active and passive vocabulary. According to Alqathani (2015), active vocabulary is the set of all words which are not only understood but also used in spoken or written expression for example, *practice, conduct, project*. Besides, passive vocabulary is the word which is understood by people but not well enough for active use such as *resistance, protest* and *lobby* (Alqathani, 2015). From definitions of active and passive vocabulary, it can be concluded that active vocabulary is used in spoken and written expression and passive vocabulary is used in written only.

Productive and receptive vocabulary. Receptive vocabulary is the word that the students can recognize and recall in reading and listening, for instance, there is someone talking English and the listener can understand what he talks about (Zhou, 2010). It means that the listener receive the language. Then, productive vocabulary is the word that the students use in speaking

and writing. In other words, the words that the students listen and read are receptive vocabulary and the words that the students speak and write are productive vocabulary (Zhou, 2010).

High and Low Frequency Vocabulary. The other types of vocabulary according to Nation (2001) are high frequency words and low-frequency words. High frequency words are words that are most frequently in written material, such as *and, the, as, and it*. These are words that have little meaning. Low frequency words are the words that are not commonly used in written or spoken, such as *thine, dale, and gall*. Therefore, in learning process teacher usually teaches the high frequency word than low frequency word. The high frequency word will be useful for students because the high frequency words are the common words that are always used in reading, listening, speaking and writing.

From the types of vocabulary above, there are some types of vocabulary. They are passive, active, receptive productive, high frequency and low frequency. Active vocabulary is used in spoken and written and passive vocabulary is only used in written. The vocabulary that the students listen and read is called by receptive vocabulary and the vocabulary that the students speak is productive vocabulary. The vocabulary which is common to use is high frequency and the low frequency is the vocabulary which less use.

The Importance of Learning Vocabulary

There are some reasons why learning vocabulary is important. First, vocabulary is an achievement that students should have. Han et al. (2010) stated that vocabulary learning is an essential component of early literacy achievement. It is needed by people to have many

collections of words in order to master the language. Some studies also have found that the size of vocabulary can be used as a predictor of students' academic achievement. The capacity of vocabulary influences students' academic achievement. It is because the students are able to understand the language in oral or written text, understand the instruction, able to give their ideas and actively participate in the learning process when they are able to master the vocabulary. It means that the ability to master the vocabulary influences the students' academic achievement.

Then, it is the basic step to communicate. Wilkins explained "without grammar very little can be conveying, without vocabulary, nothing can be conveyed" (as cited in Thornbury, 2002). If students only emphasize on the grammar, their skills in mastering the English language will not improve very much. It is different from students who are learning more words they will have more improvement. They will be able to communicate to the other people because they know the words that they will use to deliver their message. They are also able to understand the message that the other people deliver easily. That is why vocabulary is important to be mastered by people in order to be able to communicate well.

It is also linked to students' reading comprehension. The National Reading Panel (2000) analyzed scientific studies that led them to conclude that readers' vocabulary strongly related to their understanding of the text. The NRP explained that students who have been taught vocabulary before reading the text, they have greater comprehension than students who did not learn vocabulary first. The comprehension is gotten because they know the content of the text by knowing the vocabulary first. The comprehension is different from students who did not learn vocabulary before reading the text. It is because they do not know the meaning of the words in that text, so they do not understand the content of the text.

Challenge in Mastering Vocabulary

Learning new words is especially hard for students who come to school with small vocabularies or limited knowledge of English. People who do not use English as their native language may face some difficulties when they learn English vocabulary because of some challenge. There are several challenge which is explained by Gower, Philips, and Walker (2010) that why the people have difficulties in mastery English vocabulary.

The similarity to English word already known. Students may have known some English words but they may not know some English words that have the same meaning or it has some differences. Like in an antonym word, of a word is constructed from it word by adding un. For example, if students have already known the word important, so they should be able to guess the meaning of unimportant. That is why the researcher wants to deliver how to know the differences between one vocabulary and the other.

Connotation. One of the problems that the students are finding in learning vocabulary is connotation, the students are confused to use which connotation is appropriate to use because the inappropriate chosen will give negative meaning to the native speaker. The example is either word of slim or skinny, both of that word can be used to describe someone who is thin, but both of those two words have a different connotation. The word slim has more positive meaning that is more polite than skinny which mean that if someone goes wrong to choose one of that word to describe a person, it will be terrible. Therefore, it is important for students to be able to choose an appropriate connotation when they communicate with the others because it is part of the attitude.

Spelling and Pronunciation. The way English words spelled and pronounced are different from the way of students who speak English using regular spelling system. The student will get confused of what they have listening is different than when they are speaking because some of the word has the same pronunciation if they hear a word that sounds like the other word that has a different meaning. For examples are the words through, though, tough, and thorough.

Multi-word items. Students may confuse with a lexical item that may consist of more than one word. The examples are tennis shoes and sports car. Then, phrasal verb also makes students confuse because it consists of more than one word. For examples are called off, put off and brush up. Most of the students feel difficult with this part because they are made up of simple words that are combined with verb and preposition or adverbs.

Collocation. The other problems that most of the students get are they find difficulty to collocate words in a right message. For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee, but it's a light wind, not a weak wind and weak coffee not light coffee.

Appropriate. The use of appropriate vocabulary is also problematic for students. In this part, the student should be able to choose an appropriate word depending on the context. For example, the use of word pushing means almost in the sentence "he is pushing fifty". The word "pushing" in the sentence above means older than fifty and it is inappropriate to use in the sentence. Therefore, it is important for students to pay more attention in the use of appropriate words in the informal style and formal style that they use.

Media

Daryanto (2010) stated that media is an intermediary or introductory between speakers to the listener in the communication. So the media connected between communicator and communicant. Media is a means of communication and source of information Smaldino (2005). From the definition above it can be said that anything which carries the information between a source and a receiver is called media. Heinich (2002) stated that the purpose of media is to facilitate communication and learning. Djamarah and Zaifn (2010) state that there are 3 kinds of media that can be used in learning vocabulary.

Audio Media. This media is only showing the sound like radio, cassette recorder, mp3 and many more related to the sounds, audio media can make the students paid attention or focus about what kinds of a word that comes up from the sounds, but media is not suitable for deaf students because they actually cannot hear anything.

Visual Media. The media that only show a picture without a sound. It means that the student just sees the picture without hearing the actor said, the example of this media is strip, comic, slide photo, and picture series. The student can use this media to describe a picture that the teacher shows, what inside of picture and many more related to the study.

Audio Visual Media. This media is a combination of audio media and visual media. A picture and sound are obligated to use, therefore this media is better than the other media because the students can get information clearly by seeing the picture and hearing the sounds. Audio Visual media divided into 4 kinds. Quite audiovisual, this media is only showing a sound and quite picture like sounds slide. Movement audiovisual this media only show sound and picture like cartoon 2d. Pure audiovisual, these media show both sound and picture are from one source.

Not pure audiovisual, this media shows both sound and picture are come from another source, for example, picture from LCD projector and sound come from the active speaker.

The Ratatouille Animation Movie

Animation movie is the same as cartoon movie. The word animation was derived from Yunani “anima” which the meaning is the soul and life. The word animation also has a mean is to give life to the object by storing the object in the specific. Yatimah (2014) state that animation movie is kind of movie that involves sounds, recording a series drawing of manipulating in the animate object. It means that animation movie is one of the interesting media because it has components that can help students to improve their ability, especially in vocabulary mastery by identifying the words that come from the story of animation movie. It is also supported by Morisson and Tversky (2000) that animation movie has involved other aspects communication situation that has benefit in learners.

The researcher uses animation movie with the title “The Ratatouille” because this movie has the easy vocabulary and also the language is quite polite than the other movie, and also the movie has interest content. A.O.Scot (2007) states that The moral of “Ratatouille” is delivered by a critic: a gaunt, unsmiling fellow named Anton Ego who composes his acidic notices in a coffin-shaped room and who speaks in the parched baritone of Peter O’Toole. “Not everyone can be a great artist,” Mr. Ego muses. “But a great artist can come from anywhere”. Written and directed by Brad Bird and displaying the usual meticulousness associated with the Pixar brand, “Ratatouille” is a nearly flawless piece of popular art, as well as one of the most persuasive portraits of an artist ever committed to film. It provides the kind of deep, transporting pleasure, at once simple and sophisticated, that movies at their best have always promised.

Its sensibility, implicit in Mr. Ego's aphorism, is both exuberantly democratic and unabashedly elitist, defending good taste and aesthetic accomplishment not as snobbish entitlements but as universal ideals. Like "The Incredibles," Mr. Bird's earlier film for Pixar, "Ratatouille" celebrates the passionate, sometimes aggressive pursuit of excellence, an impulse it also exemplifies. The hero and perhaps Mr. Bird's alter ego is Remy, a young rat who lives somewhere in the French countryside and conceives a passion for fine cooking. Raised by garbage-eaters, he is drawn toward a more exalted notion of food by the sensitivity of his own palate and by the example of Auguste Gusteau, a famous chef who insists more in the manner of Julia Child than of his real-life haute cuisine counterparts that "anyone can cook."

What Remy discovers is that anyone, including his uncultured brother, can be taught to appreciate intense and unusual flavors. How to translate the reactions of the nose and tongue by means of sound and image is a more daunting challenge, one that the filmmakers, including Michael Giacchino, author of the marvelous musical score, meet with effortless ingenuity. Remy's budding culinary vocation sets him on a lonely course, separating him from his clannish, philistine family and sending him off, like so many young men from the provinces before him, to seek his fortune in Paris. That city, from cobblestones to rooftops, is brilliantly imagined by the animators. And, as usual in a Pixar movie, a whole new realm of physical texture and sensory detail has been conquered for animation. "Finding Nemo" found warmth in the cold-blooded, scaly creatures of the deep; "Cars" brought inert metal to life. At first glance, "Ratatouille" may look less groundbreaking, since talking furry rodents are hardly a novelty in cartoons. But the innovations are nonetheless there, in the fine grain of every image: in the matted look of wet rat fur and the bright scratches in the patina of well-used copper pots, in the beads of moisture on the surface of cut vegetables and the sauce-stained fabric of cooks' aprons. Individually, the rats

are appealing enough, but the sight of dozens of them swarming through pantries and kitchens is appropriately icky, and Mr. Bird acknowledges that interspecies understanding may have its limits.

Perhaps because animation, especially the modern computer-assisted variety, is the work of so many hands and the product of so much invested capital, we are used to identifying animated movies with their corporate authors: Disney, DreamWorks, Pixar and so on. But while the visual effects in “Ratatouille” show a recognizable company stamp, the sensibility that governs the story is unmistakably Mr. Bird’s. A veteran of “The Simpsons” and a journeyman writer for movies and television, he has emerged as an original and provocative voice in American filmmaking. He is also, at least implicitly, a severe critic of the laziness and mediocrity that characterize so much popular culture. He criticizes partly by example, by avoiding the usual kid-movie clichés and demonstrating that a clear, accessible story can also be thoughtful and unpredictable. “Ratatouille” features no annoying sidekick and no obtrusive celebrity voice-work, and while Remy is cute, he can also be prickly, demanding and insecure. Moreover, his basic moral conflict — between family obligation and individual ambition — is handled with unusual subtlety and complexity, so that the reassurances and resolutions of the movie’s end feel earned rather than predetermined.

And while the film buzzes with eye-pleasing action and incident — wild chases, hairbreadth escapes, the frenzied choreography of a busy kitchen — it does not try to overwhelm its audience with excessive noise and sensation. Instead Mr. Bird integrates story and spectacle with the light, sure touch that Vincente Minnelli brought to his best musicals and interweaves the tale of Remy’s career with beguiling subplots and curious characters.

Learning through Ratatouille Movie

Classrooms that use the movie as a medium of education usually hold a number of 32 students. The researcher already chooses one of an interesting movie, named in the movie is ratatouille movie. Darwanto (2010) stated that to help students study through the movie, message content, format, and technical presentation, in planning an educational program, should be seriously considered. In addition, the teacher factor in the media also plays a very important role, because it is very influential in communicating with children and success or failure of the program depends entirely on the person who brought the show. There are several steps to use the movie as media in teaching vocabulary:

Teaching preparation. Analyzing the topic is very important before we do some activity, In this case, the researcher uses animation movie by the title “The *Ratatouille*”. The research’s do teaching preparations before teach the students. The fist that the researcher prepare is school’s permission, by using from university , the researcher went to school and get some permit from Humas division, then the researchers went to to *regional head of the school organization* to get permission’s letter for do some research at school. After get permission to *regional head of the school organization* and school, the researcher met the teacher at school and discuss about what is media that the researcher will use to improve vocabulary mastery, then the teacher gave some syllabus and the example of lesson plan that the teachers usually use in learning English, last the researcher get consultation with the teacher about the exercise based on the ratatouille movie.

After teaching preparation, the researcher do class preparation to make sure that the material is ready to use.

Class Preparation. The first step that the researcher do in class preparation is the teacher gave a class to the researcher that will be used for showing the Ratatouille movie to improve vocabulary mastery, then the researcher prepare the items use in teaching, such as paper for exercise, projector to show the ratatouille movie in front of students, whiteboard to write the words come from the ratatouille movie, the ratatouille movie as media in teaching, and the researcher must check the student to make sure that they can attend the meeting by prepare attendance of class. That is why class preparation is needed to check before starting the lesson.

Content preparation. Based on the title about learning vocabulary through Ratatouille movie, the researcher prepared contents for teaching and researching to the students. First the researcher prepare lesson plans based on syllabus as reference teaching activity, then the researcher prepare the ratatouille movie as media in teaching, by dividing the ratatouille movie into some part that will help students to improve their vocabulary mastery, the researcher divided into five part and each part has 20 minutes with 8 eight vocabularies. So, the students will receive 40 vocabularies after they watch the ratatouille movie.

Advantages and Disadvantages Using English Movie

Advantages using English movie. Nasution (2005) states that the advantages of using the movie in teaching and learning process are: First. The movie is very good at describing a process, if necessary by using a “slow motion”. Because you will know what is the main point of that movie, some movie categories are divided into the main point that the student should find. Second. Each student can learn something from the movie, from the clever one or less intelligent.

A lot of quotes or good words are coming from the movie, it might change someone to be good or bad it depends on what movie that he already watched. Last. Movies can take a child from one country to another country and from one period to another period. It means that movie can open the imagination from the people who have watched a movie. Fourth, Movie can be repeated if necessary to add clarity.

Disadvantages using English movie. According to Azhar (2011), he states that the disadvantages of using movie in teaching and learning process are: First, procumbent of English movie generally is expensive and cost a lot of time, means that the student will lose a lot of time when they were watching movie, then the other media in learning English. Second, when the movie showed, the pictures will keep changing making all students are not able to follow the information given through the movie. Because of every character has a different style in conversation, the students need more concentration during watch and catch the word. Third, Movies are not always appropriate with the needs and desired learning objective.

This is the reason why the researcher is interested in taking up the title of the research because movie gives a new enjoyable atmosphere when they are learning in class. Although this procumbent movie has disadvantages, the writer has some planning to overcome the problem by doing strategic stopping and rewind giving the student a chance to receive the information given from the movie and remove some appropriate scene shown in the movie so the students' concentration will not wane if they watch for too long.

Review of Related Studies

This research was supported by previous studies. Lydia (2017) conducted a research on "Teaching Vocabulary Through Movie to Improve Vocabulary Mastery" This study was

accomplished at students of first grade student at Bandar Lampung 32 students as respondent. The result of this research showed that the implementation of movie toward student's English learning especially in vocabulary mastery is effective. The scores in pre-test and post-test showed the improvement of the students.

Conceptual Framework.

Vocabulary is an important aspect of language learning because we cannot know how to use language if we have not learned vocabulary from the basic. Therefore, teaching vocabulary should be conducted carefully and effectively. In teaching process, the researcher will explain of a conceptual framework that the researcher use.



Figure 1. Conceptual Framework

As following the table above, the researcher began with collecting sample as an experimental group that will have a pretest, the researcher gave an exercise in the pre-test without showing any media, means that the students must answer the question correctly, after the researcher give pre-test, the researcher analyze the result of pre-test to know the students skills in learning vocabulary without media, then the researcher dosome treatment by using The Ratatouille movie as media for teaching vocabulary, it takes more time because the researcher wants to measure that the students interest with it. By choosing some interest vocabulary based on the movie and also the meaning of it, the researcher give evaluate in every treatments'

meeting. In the final section, the researcher gives post-test and compares the result between pre-test and post-test.

Hypothesis

To answer the question about the first objective of study statement, the researcher should propose alternative hypothesis (H_a) and null hypothesis (H_0) as below:

Alternative Hypothesis (H_a). There is significant difference between using ratatouille movie as media in teaching vocabulary mastery.

