Chapter Two

Literature Review

This chapter discusses several topics related to the theme of this study. The topics include perception, media to learn English, types of media, movie as media to learn English, vocabulary, media to learn vocabulary, and watching movie to learn media vocabulary.

Perception

People have different opinion towards perception. Segall, Campbel, and Herskovit (1968) stated that "perception is an aspect of human behavior, and as such it is subject to many of the same influences that shape other aspects of behavior" (p.5). In education, perception plays important role as Keller and Cernerud (2002) mentioned that perception is related to the quality of learning environment. Simply, based on a research written by Wood (2013), perception is often called as point of view or someone's opinion, description, supposition, and how someone perceived.

Based on a research written by Wood (2013), perception is very unique. There are several factors that may influence perception. Life experience, perceptual, expectancy, cultural factors, need and interest and structure of references may trigger and differ people's perceptions (Wood, 2013). The process of creating perception of someone's mind is unique. Initially, a person gets stimulus from the environment. That person will select the stimuli and pay more attention to specific stimuli. Finally, from the stimuli that had been processed in our mind, a person will interpret a

subjective judgment toward the stimuli (Wood, 2013). In short, perception that is going to be taken in this research is the one written by to Wood (2013), who said that perception is point of view or someone's opinion.

Vocabulary

The researcher discusses several parts related to vocabulary. The first one discusses about the definition of vocabulary. The second one discusses about types of vocabulary including receptive vocabulary and productive vocabulary. The third one discusses about vocabulary learning.

Definition of vocabulary. Vocabulary is all the words known and used by a particular person (Cambridge dictionaries online, 2016). According to Burns and Broman (1975), who stated that "vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different" (p.295). There are three definitions of vocabulary according to Hornby (1995), defines vocabulary as a total number of words in a language, as all the words known to a person or used in particular book, and as list of words with their meanings, especially one that accompanies a textbook in a foreign language.

In addition, Schmitt and McCharty (1997) stated that, receptive and productive knowledge may be proved by the only realistic way to measure depth of vocabulary knowledge. It means the receptive knowledge is the words that the students identify and understand when they happen in context. While productive knowledge is related to words that students understand and able to pronounce correctly and constructive use in speaking and writing.

Types of vocabulary. Some experts have classified types of vocabulary. Based on a research written by Shepherd (as cited in Setiawan, 2010), he classified vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). It means receptive vocabulary is words that are known when the students listen and read. Receptive vocabulary is also called passive process because students only receive the thoughts of each other and not their own thinking about the truth of the opinions of each other. The definition of expressive vocabulary is the words used when the learner speaks and writes. It is in line with a research written by Shepherd (as cited in Setiawan, 2010). Based on a research written by Celca-Murcia (2000) there are two kinds of vocabulary, namely receptive and productive vocabulary.

Receptive vocabulary. Receptive vocabulary is vocabulary in the lexical items which the students familiar and understand when they meet them in the context of reading and listening materials. It means vocabulary that students identify when they see it within the context of reading but does not use it in speaking and writing. Based on a research written by Zhou (2010), receptive vocabulary refers to the ability to understand a word when it is heard or seen. Receptive vocabulary is also called passive process because students only receive think of other forms and no response for use. Within the meaning of the language, receptive vocabulary is regarded as basic vocabulary. It is far greater than productive vocabulary because there are many words that are recognized when students hear or read but does not use it when he speaks or writes

Productive vocabulary. Productive vocabulary is the words which the

students understand, can pronounce correctly, and use constructively in speaking and writing. This involves what it needs for receptive vocabulary plus the ability to speak or write at the right time. Productive vocabulary is used in speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in a context. Therefore, the productive vocabulary can be addressed as an active process, because students can generate the words to express their ideas to each other.

Vocabulary learning. From the research result of Dafsari and Azari (2015), "learners need to acquire vocabulary learning strategies in order to discover the meaning of new words" (p.657). In other words, the strategies should be useful in a situation where the students encounter new and unfamiliar words, also help students to use words that they hear and see. Students can learn vocabulary using software, this statement is also supported by Mayer and Sims (as cited in Ferit and Jaroslaw, 2010), who stated that "multimedia vocabulary learning environments would attempt to help learners construct connections between the verbal and visual representational systems" (p.56). In addition, based on a research written by Groot (as cited in Ferit and Jaroslaw, 2010), "adds to the list the importance of constructing computer-assisted vocabulary learning environments in accordance with the widely accepted notions of how words are acquired, so that the words learnt are stronger embedded in the memory needed for long term retention" (p.57).

The conclusion of vocabulary learning is the strategies that help the students to increase their vocabulary. It can be listening to songs, reading book or English novel and watching English movies. Students understand the new and unfamiliar

word in vocabulary learning. It is in line with a reserach written by Dafsari and Azari (2015).

Principle of vocabulary learning. There are several points in principle of vocabulary learning based on a research written by Herman and Dole (1988).

Vocabulary knowledge and reading comprehension teachers. Based on a research written by Herman and Dole (1988), who stated that "teachers often assume that vocabulary is an important part of a comprehensive reading program because they believe that students who understand words in a selection will comprehend what they read" (p.44). It means the students will understand the word which they know.

Contextual approach. Based on a research written by Herman and Dole (1988), who stated that "the contextual approach to vocabulary instruction is designed to teach students the meanings of new words by having them selection. For this method, sentences are specifically constructed so that students can learn something about the meaning of words by thoughtfully examining context clues" (p.47).

Instructional context approach. Based on a research written by Herman and Dole (1988), who stated that "many basal reading programs and experienced teachers use pedagogical context to teach vocabulary words, especially to pre-teach words before students read a selection. For this method, sentences are specifically constructed so that students can learn something about the meaning of words by thoughtfully examining context clues" (p.47).

Natural Context Approach. Based on a research written by Herman and Dole (1988), they argued "to become independent word learners, students are encouraged, and even expected, to figure out the meanings of words on their own. Most texts,

however, whether they are in basal reading programs or in trade books, are not written to provide rich context for every potentially difficult word but to communicate ideas" (p.48).

Related to the principle of vocabulary, watching English movie is included in the natural context approach because students become independent learners on learning vocabulary through watching English movies. Students can figure out meanings of words on their own by reading the English subtitle on English movie and the conversation of the actor as well as the visualisation from the movies.

Mass Media in Learning Vocabulary

Media is a communication tool to convey a message and information and can be used to support learning. Through media, information can be quickly spread to the rest of the world. Almost all media can be used for learning English. Based on a research written by Suyanto (as cited in Suharsih and Hamidiyah, 2006), the use of effective and interesting media in teaching can help the students understand the material easily. It means the students can easily understand the material with good media and will be happy to learn and not easily bored.

Based on a research written by Tafani (2009), media today have an enormous impact. In fact, media becomes very important and we cannot live without the media. Almost all of the activities are always performed using media such as showing directions using Google maps, reading the news via a computer or mobile phone using the internet and looking for other important information. There are many types of media such as radio, books, records and tapes, newspapers, magazines, movies,

television, online media, new media, all these so-called mass media. They reach many people at one time and people cannot be separated from the media because media have a very important tool bleak and people are accustomed to rely on the media to do something every day.

The media provides students with practice using the language through newspapers, magazines, radio, TV, movies, books, internet, and tasks that develop reading skills, writing, speaking and listening skills. Based on a research written by Tafani (2009), they also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all they enhances motivation. It means media can provide motivation to students. Media give us information about what is happening in the world. It broadens our knowledge and deepen our understanding.

Types of mass media. Based on a research written by Tafani (2009), there are several kinds of mass media which can be used in learning English, they are:

Newspapers. Students can learn English by using English newspaper. It can develop vocabulary of the students and effective for using as media for learning in the class. Based on a research written by Tafani (2009), newspaper can be used as materials to develop students' language skills. It means by reading the newspaper students gets more benefit from reading in the newspaper and can develop their vocabulary, grammar, reading comprehension, critical thinking skills, and writing skills.

Magazine. Almost the same as newspaper, but magazines are resources for

different subjects, cutting out pictures and passages associated with particular topics. Commonly, students read magazine to update the new fashion. Based on a research written by Tafani (2010), who stated that "magazines are also sources in language development in providing pictures to stimulate verbal or written stories (p.86).

Books. Reading the books could update information, knowledge, and also vocabulary. Many unfamiliar words found in every sheet of the books. Based on a research written by Tafani (2010), who stated that "books are lack the immediacy of other mass media, but they make up for that by greater thoroughness and permanence" (p.86).

Radio. Radio has an important role in developing the public's imagination, in creating an image in the mind through the power of words and in stimulating the imagination to fill in the visuals. Based on a research written by Tafani (2009), a lot of radio programs contribute to language learning. The radio program can be used for studying and developing listening skills of the students, by listening to the words spoken by the announcer. Radio gives new information and entertainment. In language classes radio helps the pronunciation, the intonation, and the pitch of voice.

Television. Most people always watch television every day. Television is media that is commonly used for advertisement. Through television, the advertisement is easy to know than from radio. Besides for advertisement, television has an important part in developing students knowledge from the movie, picture, advertisement and news. Television can be used for media to learning English vocabulary. Students can watch English movie or English education program to increase their vocabulary, grammar, and listening skill. "TV programs may be used as warming-up activities,

pre-activities for the coming issue, as supplementary materials for a certain topic, for up-to-date information, to update the information in the textbooks" (Tafani, 2009).

Movie. Students can learn English through watching English movies. In addition, student can read the English subtitle to make them understand more about the language. Based on a research written by Sherman (in Tafani, 2009) who stated that "the eye is more powerful than the ear" (p.88).

Internet. Based on a research written by Tafani (2009), Internet helps students and teachers to compare and classify information, to induce and deduce ideas, to analyze errors, to abstract concepts, to analyze perspectives, to gather information, and to work in teams. It means internet greatly help students to find anything they need. Students can develop their vocabulary on the internet by playing games online or by watching English videos on YouTube. Students can access resources for learning via the internet such as: task, download songs and books downloaded on the internet as a book reading at home.

Movies

The researcher discusses several topics related to movies. The first topic discusses about the definition of movie. The second topic discusses principle of vocabulary learning. The third topic discusses of learning vocabulary through watching movie. The fourth topic discusses advantages of learning vocabulary through watching English movies. The six topic discusses disadvantages of learning vocabulary through watching English movies.

Definition of movie. In this study, movie is categorized in mass media to learn English especially vocabulary. Movie according to Oxford Advanced Learner's

Dictionary (2010), is "a series of moving pictures recorded with sound that tells a story" (p.1002). Movie also defined as shown in a cinema or on television and often telling a story (Cambridge dictionaries online, 2016). Because this is in a form of visual aids, it can be used to teach in the classroom. According to Oxford Advanced Learner's Dictionary (2010), movie has the same meaning as movies. In this case the researcher will use the term movies in the research.

Learning Vocabulary through Watching Movie. Based on a research written by Ismaili (2013), movies provide exposures to "real language," used in authentic settings and in the cultural context in which the foreign language is spoken. It means watching movies can develop the ability of students to speak English because the movies may affect the development of vocabulary easily. Based on a research written by Ismaili (2013), movies are an enjoyable source of entertainment and language acquisition. It means movies can refresh our mind and can relieve stress because of difficult assignment, assessment and lesson because watching movie is very fun.

Based on a research written by Tafani (2009), watching movies is very important as it increases students' visual and critical awareness. It means movies have positive impacts on students. Based on a research written by Ismaili (2013), while watching the movie and completing the vocabulary activities, students acquire and use new words. It means that English movie can provide a new vocabulary that has never been heard by the student and the student can develop vocabulary by reading the English subtitle, or by listening to a conversation in English movie.

Advantages of Learning Vocabulary through Watching English Movie.

There are advantages of using movies based on a research written by Merita and

Ismaili (2013), and Mirvan (2013). First, visual images stimulate student's

perceptions directly, while written words can do this indirectly. It means students can

quickly learn new words because there are images they can see in the movie. This can

add to the knowledge of students and students can quickly give an opinion on the

pictures that they see. Second, movies are more sensory experience than reading.

Besides verbal language, there is also color, movement, and sound. It means

vocabularies spoken in the movies can be easily understood because it shows an event

directly and give real illustrations that can be directly seen by the students. Third,

movies help learner practice pronunciation by repeating after the characters. It means

movies help the students know how to pronounce English words correctly in a real

life context.

Based on a research written by Ismaili (2013), it was found in his research that

while watching the movie and completing the vocabulary activities, students acquire

and use new words. It means watching English movies have positive influence on

students. Students can find a new vocabulary that they have never heard before,

students can practice to communicate to each other after watching English movies.

Based on a research written by Tafani (2009), watching movies is very important as it

increases their visual and critical awareness. It means if the students find visual

images that they ever seen in the movies, so the students can guess the vocabulary.

Through watching English movies, students could know different accent by listening

to the conversation and looking at the subtitle. This statement is supported by Zohdi

(2009) who stated that " therefore, they had a better understanding in listening part of the movies as they could see the words and sentences while watching the movie because subtitles can help comprehension of a second language in a regional accent" (p.6).

Learning vocabulary through watching English movie help the students know how to pronounce English well. This result is also supported by Thammineni (2016) stated that "hearing native English speakers talk to each other will help to hear how words are pronounced. If we are using English subtitles, we will also be able to see how the words are written" (p.36).

In addition, there are advantages of watching movies with the English subtitles in terms of vocabulary learning based on research written by Tsai (2008). First, the students understand how words are spelt. It means watching movie provides students' ability to spell English word correctly in real life. The second is the students are able to know in which context the word they have learned. It means the students can learn English vocabulary based on the context. The third, the students understand what exactly they are saying or they do not need to guess the words they use from what they hear.

Challenges of Learning Vocabulary through Watching English Movie. Beside having the advantages, watching English movies also has the challenges. There are challenges of watching English movie with the subtitles in terms of vocabulary learning based on a research written by Tsai (2008). The first, the students do not understand the sentences even if they know every word in them. It means the students

know words from the context but actually misunderstood the meaning. The second, the students could not concentrate on the movie. It means the students read the subtitle more often than watching the movie. The third, the students do not know what the words mean. It means although the students get the new vocabulary from the movie but the students do not always know the meaning of the word that they get.

In addition, the speed of conversation in the movies is difficult to understand by the students and students also know coarse language in the movie. This result is also supported by Thamminemi (2016) who stated that "therefore, the language is exactly how it is heard it in real life-it is spoken quikly, with native accent and pronunciation and using many idioms and colloquial expressions" (p.36).

The conclusion is learning vocabulary through watching English movie also has challenges. The problems that are always faced by students are the speed of conversation, different accent, not knowing the meaning, and dealing with coarse words as well as the scientific words.
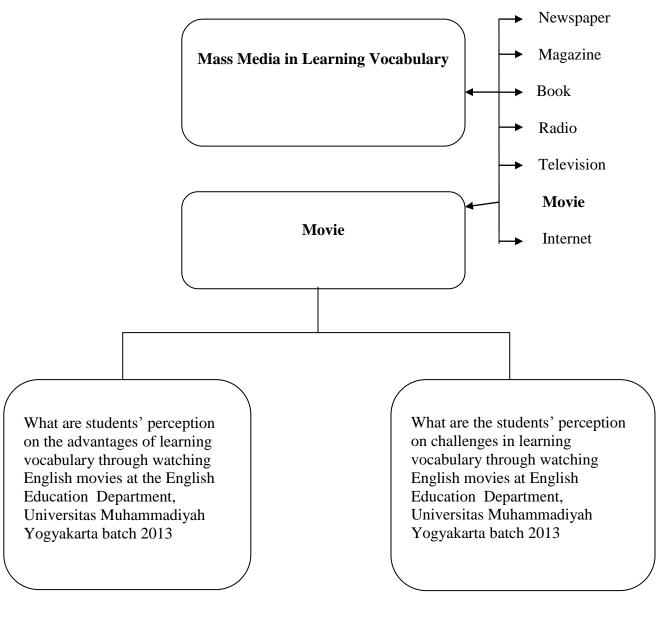
Conceptual Framework

Perception is defined as an observation on the environment by using the senses possessed so that he became aware of everything that is available in the environment. Perception has a subjective nature because it depends on the abilities and circumstances of each individual, so it will be interpreted differently by individuals with each other. Thus the perception is an individual treatment process that is giving feedback, meaning, a picture, or interpretation against what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred

to as individual behavior.

In learning English, from the discovery of several researchers, they concluded that the basic vocabulary mastery is the most complex and important to study English. Learning vocabulary is important to pay attention to the correct pronunciation and writing. Students might get difficulty in learning vocabulary by listening; therefore, learning vocabulary must be in writing. Students also should clearly pronounce the vocabulary so that they can understand and remember the vocabulary easily. Learning vocabulary only through conversation also makes students learning difficult. Students must be able to imagine the sounds of letters in vocabulary.

Based on the researcher's experience and his classmate, students were already familiar with technology and regularly use of the laptop. To make students learning easier, the researcher advised students to use movies as media for learning vocabulary. They can use a laptop for watching movies as their media to learn English. English movie have many benefits, among others: they can add vocabulary, train students listening, and can make the students know how to pronounce English word well. English Movies are more interesting to them. English movies provide many stories and real scenes. This can be useful also advantageous as media to teach English by the teacher.

Mass Media in Learning Vocabulary

Newspaper

Magazine

Book

Radio

Television

Movie

Internet

Movie

What are students' perception on the advantages of learning vocabulary through watching English movies at the English Education Department, Universitas Muhammadiyah Yogyakarta batch 2013

What are the students' perception on challenges in learning vocabulary through watching English movies at English Education Department, Universitas Muhammadiyah Yogyakarta batch 2013

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