

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher shows some theories that are related to the problems. The literature review consist of review on habit, movie, vocabulary, and review of previous study.

#### **A. Habit**

##### **1. Definition of Habit**

Humans frequently engage in a variety of activities in their daily lives. Sometimes they only do these activities once or twice. There are, however, those who engage in certain types of activities on a regular basis. It is frequently referred to as a habit. Wood and Runger (2015) state that the terms habit and automaticity are sometimes used interchangeably. Habit, like other automatic reactions, is activated autonomously in memory without the need for control. However, habit is not synonymous with automaticity; rather, it is best understood as a learned automatic response with distinct characteristics. Habitual automatism is distinguished by two characteristics: activation via recurring contextual cues and insensitivity to short-term changes in goals. Instrumental learning is also used to develop habits, which are based on the basic principle of repeated reward responses.

Habits are unconscious patterns of behavior that are repeated on a routine basis without thinking. They are learned rather than instinctive,

and spontaneous human behaviors do not have any contemporary intentions. The person may not pay attention to these actions, or he or she may be conscious of them. When a person's behavior catches their attention, they may be able to control it. The online dictionary Merriam Webster defines habit as a pattern obtained through repeated repetition or psychological exposure, and the behavior is regularly manifested or improved performance ability.

Based on the definitions provided above, the researcher can conclude that a habit is a regular and continuous behavior or action performed unconsciously. In this study, the researcher assumes that students have the habit in watching English movies on a daily. They can develop their habit at any time and from any location.

## **2. Factor of Habit**

Habits that exist and are practiced by humans on a daily basis can be caused by a variety of factors. According to Hollingword (2013), some of the factors that influence a person's habit are frequency, repetition, and automation. The frequency with which someone performs a particular activity is referred to as its frequency. It refers to the frequency with which something occurs or is repeated in a given period of time. It can be stated that the higher the level of frequency, the more likely a person is to develop a particular habit. The second factor to consider is repetition. It refers to an action that is repeated. When someone repeats an activity, it

allows them to become accustomed to doing that activity and develop the habit. Furthermore, automation has a greater impact on someone's habit.

Based on the preceding statement, the researcher concludes that by doing something that requires strong repetition, individuals may develop a habit, or if the outcome of the behavior is satisfaction, it creates such an addiction to repeat the behavior.

### **3. The Habituation As a Learning Form.**

Humphrey (1991) assumed that habit was important in the sense that learning was not to respond to a stimulus that was not worth responding to as an example of learning that is conditioned by knowledge obtained from the outside world. However, it is difficult to believe that habit is often a means of learning. It is critical for a learner to acquire vocabulary whenever he or she comes into contact with a foreign language and attempts to use it.

Habituation is an example of non-associative learning in psychology, in which the likelihood of a behavioral reaction with reinforcement of a stimulus gradually decreases. It's a different kind of integration process. An animal's first reaction is to a stimulus, but if subsequent reactions occur. One example of this can be seen in a small cage; the birds initially respond to it as if it were a predator, demonstrating that it is only a very specific stimulus that is used to elicit this response (namely one particular unmoving owl in one place). The habitat has been

demonstrated in most animal species, including the large protozoan *Stentor coeruleus*. It is concluded that habitual learning is learning by repetition in a learning manner. The students do something on a regular schedule, and this task is used to help them succeed by teaching them something new. In short, habitual learning is widely used. Many Indonesian students may enjoy watching movies to improve their vocabulary, grammar, pronunciation, spelling, and so on.

Based on the description above, the researcher concludes that the best way to achieve the highest level of ability to do something is to become accustomed to it or to make it a habit. It can be an effective method of learning something new.

## **B. Movie**

### **1. Definition of Movie**

A movie, also known as a film, is a form of communication media entertainment that is a combination of audio and visual with a story line that conveys a message to a group of people. When a film is made, it contains a message that can be conveyed to the audience. It is typically created by recording photographic images with cameras, or by using animation techniques or visual effects to create moving images. Film has become a very influential medium, more so than other forms of media, because audio and visual work well together in keeping the audience

interested and making it easier to remember because of the appealing format.

According to Bong S Eliab (2011), the first step in analyzing a film is to understand its elements, which include the theme, character, plot, setting, and style. The theme becomes the spirit or life of each story or film. In a film, the theme determines the conflict and serves as the main concept and basic idea for the development of the entire story. A character is a person or animal who is involved in and takes part in a movie's story. There are two types of characters. They are the main and supporting characters. The main characters are the characters who play an important role in the story, are shown continuously, and dominate the entire plot of a film. Meanwhile, supporting characters, also known as additional characters, are characters who appear only once or twice. These characters are typically used to bring a story to life or to sweeten the tales in a film. Plot is a series of events that are designed and woven in such a way that it moves the storyline from the beginning, middle, and end of the stories in the movie. The term "setting" refers to the description of the time, place, and atmosphere of the events in the film's stories. The story's characters live in a specific place and time. As a result, the events experienced by the story's characters take place at a specific location and time.

## **2. Types and Genre of Movie**

There are two kinds of movies. The first type is a story movie (fiction). It is a film made or produced based on a story written and acted out by actors and actresses. Story movies are typically commercial in nature. The term "commercial" refers to a film that is shown in a theater for a fee. That is, in order to see the film in a theater, the audience must first purchase a ticket. Similarly, if broadcast on television, viewing is subsidized by advertising sponsors. Non-story movies are the second type of film (non fiction). It is a film in which reality is the subject. This non-story movie is divided into two categories: 1) Factual movie: showing facts or reality, where the camera simply records an event. 2) Documentary film: in addition to facts, they contain the maker's subjectivity, which is defined as attitude or opinion toward events, so that perception of reality is highly dependent on the documentary film maker.

Besides those types of movie, a movie also has genre. A genre is the classification of a specific type of art based on certain criteria. There are numerous movie genres, including drama, action, comedy, tragedy, horror, romance, thriller, adventure, fantasy, and so on. The drama genre focuses more on the human side of interest, with the goal of inviting the audience to join in on the emotions felt by the characters, so that the audience feels as if they are in the movie. It is not unusual for members of the audience to feel sad, happy, disappointed, or even angry. The action genre includes scenes of fights, battles with weapons, or fast-paced vehicle

battles between good characters (protagonist) and evil characters (antagonist), so that the audience feels tension, anxiety, fear, and can even be proud of the character's victory. The comedy genre creates a spectacle that causes the audience to smile or even laugh aloud. The tragedy genre generally describes the condition or fate of the main character in the film. The audience is usually moved to feel sorry, concerned, or pity for the fate experienced. The horror genre is known for showing terrifying scenes that make the audience shudder with fear. This is due to the fact that horror films are always about the unseen world or the magical, and are created using special effects, animation, or directly from the characters in the film. The term "romance" refers to a genre that focuses on the relationship between two people, as well as romantic love and stories between them. Thriller is a kind of movie genre with the various tensions that it presents. The adventure genre refers to a unique experience shared by the characters in the film. The term "fantasy genre" refers to something associated with fantasy that does not actually exist. It exists only in our minds or thoughts as our imaginations.

### **3. Movie As a Media in Teaching Vocabulary**

As a kind of entertainment, we have to know that by watching movie, we can also learn English as well. By having habit in watching English movie, we can enrich our vocabulary. When we watch English movie, we will listen and absorb a lot of new vocabularies so that the

words will be familiar to our ears. It allows us to know the meaning of the new words and allows us to practice in daily activity. Watching movie is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of those advantages, watching movie is possible way to enrich vocabulary.

Learners must learn vocabulary whenever they come into touch with a new language and attempt to utilize it. Language learning, on the other hand, will cause some issues. Teachers should always explore for ways to make vocabulary study easier and more fun because many students believe it is a tedious activity. As a result, teachers should incorporate appropriate technology and media into their lessons.

The process of teaching and learning is, in fact, a communication process. It must be realized through teachers' or students' communication activities, as well as continually changing information. It is difficult to teach English as a foreign language to Indonesian pupils. Teachers must employ appropriate technology or media to deliver effective instruction, as effective instruction is the foundation of a successful learning process, including vocabulary acquisition. The usage of media such as movies is critical, and it also assists pupils in learning more about the information provided by the teacher.

To put it another way, several unique criteria assist teachers in selecting the appropriate medium to employ. Teachers can use pictures, tape recorders, radio, television, movies, and other media to assist them



reach their educational goals, and they are very easy to form in our daily lives.

The researchers determined that film is an important medium for teaching and learning vocabulary based on the aforementioned explanation. Vocabulary can aid students in gaining interest in items and receiving information from them.

According to Harmer (1991), video can be a unique and additional dimension of the learning experience for a variety of reasons:

a. See the language used

Students can not only hear but also see the language. Students can see the real-world environment in which the language is utilized by watching the video. For example, students can see native speakers' facial expressions and gestures when they use certain words or expressions.

b. Cross culture awareness

Students who want to learn about western culture can benefit from watching videos in the classroom. As asserted by Susanto (2020:268), theoretically, culture can be learnt from many references such as books, articles, magazines, videos, movies and the like. It's especially useful when they want to understand how Americans communicate with servers or how they should use their body language when inviting someone out. Video also has a lot of value in terms of exposing students to other cultures from across the world. Students may witness

the culture of Americans, Australians, and other countries by using video. This is beneficial to students since we do not have to travel to the target nation directly to learn about their cultures.

c. The power of creation

When students use a video camera, they suddenly have a lot of authority. They have the ability to create footage that will be a memorable occasion for them. It's good media because they'll retain all of the terminology from the video they made, and it'll help them expand their vocabulary. Students can be inventive when given the assignment of making a video.

d. Motivation

Based on the aforementioned factors, most students show a growing level of interest when they have the opportunity to watch language in action. It suggests that video can boost students' motivation to learn on their own. Students can learn new information that is more interesting by watching videos.

## **C. Vocabulary**

### **1. Definition of Vocabulary**

Vocabulary, stated by Richard and Schmidt (2002:580), is a collection of lexemes that includes single words, compound words, and idioms. The writer thinks that one of the most crucial components that learners must grasp in order to acquire English is vocabulary. As a result,

they have a good command of the English language. Apart from many other variables, vocabulary is the most important aspect of learning English. It is impossible to master English without a strong vocabulary. The more vocabulary children learn, the easier it is for them to enhance their English. According to Thornbury (2002:13), 'Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed.' The Cambridge dictionary defines vocabulary as "all the words known and used by a specific person, as well as all the words that exist in a specific language or subject." "Vocabulary is one of the most visible components of language, and one of the first things applied linguists focused their attention to," Richard adds.

Based on the above definitions, the writer concludes that vocabulary is all the words that have meaning and are commonly used to communicate by a specific individual. It is the someone's ability in memorizing vocabularies so they are able to combine one vocabulary with the other vocabulary for communication purposes. If people mastered a lot of vocabulary, they can communicate with others using English easily.

## **2. The Types of Vocabulary**

The vocabulary is divided into two groups, according to Evelyn Hatch (1995) in his book "Vocabulary, Semantics, and Language Education." They are as follows:

- a. Passive vocabulary is a synonym for passive vocabulary.

Receptive vocabulary refers to words that students recognize and understand in context but cannot produce on their own. It is only used constructively by students in listening and reading.

- b. Productive vocabulary is also known as active vocabulary.

Productive vocabulary is words that students understand, can be pronounced correctly, and used constructively in oral and writing.

It is clear from the preceding explanation that students' ability to master vocabulary depends on many factors. Students may fully comprehend the core or basic meaning of words in order to comprehend what they are hearing or reading, without having to comprehend enough syntactic constraints, register appropriateness, or collocations to generate words on their own.

### **3. The Importance of Vocabulary Mastery**

One of the most important language skills for language learning is vocabulary. Vocabulary mastery has become a prerequisite for effective communication. In Schmitt (1997:140), Vermeer stated that knowing words is the key to understanding and being understood. Learning new words is part of the process of learning a new language. Grammar knowledge does not equate to language proficiency. The interaction of language can be said to be the primary focus of

understanding meaning. Grammatical knowledge is not required for language comprehension.

According to Zimmerman, who was quoted in Coady and Huckin (1997:11), practicing vocabulary learning early in the course gives students the impression that the most important thing in learning a language is to accumulate new words as concepts. They can already be conveyed in a variety of phrases and linguistic segments, and determining the meaning of individual words when separated from the context of other words and phrases is often challenging. According to some Second Language Acquisition (SLA) researchers, no matter how well children learn grammar or how well the sounds of a second language are acquired without words to represent a larger range of meanings, communication in a second language simply cannot happen in any meaningful way (McCarthy; 1990:8).

According to the definition given above, vocabulary mastery is the knowledge of a group or groups of words in a specific language in order to form the language in oral or written communication. Vocabulary is critical for students learning foreign languages since it is the foundation of communication and the core of language. Before they may learn other talents, they must first master vocabulary.

#### **4. The Principle of Teaching Vocabulary**

Principle refers to beliefs and theories held by teachers about effective approaches to teaching and learning, which serve as the foundation for some of their decision-making. Focus on vocabulary, offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, don't overdo it, and use strategic vocabulary in class are seven key principles that Carteen suggests students follow to help them teach and learn vocabulary more effectively.

Focus on vocabulary means that teachers should emphasize vocabulary mastery in the curriculum and in the classroom so that students understand the importance of vocabulary and that learning a language is more than just learning grammar.

Focus on providing variety means that teachers should present vocabulary in a variety of ways, including pictures, sounds, and text types that students can identify. Providing variety also entails accommodating different learning styles. Different learning styles may be used by some students for different types of language or in different learning situations.

Learning vocabulary is primarily about remembering and memorizing, and students must generally see, say, and write new words many times before they can be said to have learned them. In fact, repeating words helps students remember new words that they have learned.

It is critical to repeat and recycle when teaching and learning vocabulary. Everyone can easily memorize something by reading it several

times. So the teacher asks students to memorize vocabularies during the day, and then the teacher reviews them the next day. Aside from that, students can practice their memorization at home.

Organizing vocabulary implies making it easier to learn new words. Textbooks typically include new vocabulary to aid in memorizing. Materials should provide opportunities for students to use vocabulary meaningfully, say and write about themselves and their lives, in order to make vocabulary learning a personal tool related to the above. Students should be encouraged to expand the vocabulary that they wish to learn. Another crucial point to remember is not to overburden students with language; there is a limit to how much vocabulary somebody can acquire in a lesson and utilize effectively. The "difficulty" of the words and the amount of vocabulary kids need to know will have an impact on this. As a result, teachers should take breaks to refresh their students.

The final vocabulary teaching premise is that teachers should apply strategic vocabulary teaching in the classroom. Teachers might take pupils outside for classes to help them remember everything about their surroundings. According to Richard and Willy (2002), teachers should consider the following when teaching vocabulary:

- 1) Teachers should allow learners time to practice the subject. Learners must put what the teacher has taught them into practice. They must do more than just look at the form.

- 2) Try to avoid acquiring terms with similar forms and meanings at the same time. Because affect and impact have similar forms, for example.
- 3) To obtain excellent word study, teachers should study on a regular schedule. It is easier to learn words in a series of short sessions than it is to learn them in a single or two longer sessions.
- 4) In smaller classrooms, teachers should split larger quantities of words into five to seven words at a time. Because more regular exposure to the phrases is preferable to larger audiences.
- 5) Teachers should be more creative in order to make teaching learning more fascinating, such as using the key word method to enhance deeper mental processing and improved recall.
- 6) Teachers should add cards to gain greater explication. Using unfamiliar words to link students to other languages they are already familiar with. These terms, including parts of speech, meanings, and keywords, can also be added to the card..

According to the abovementioned principle, during the teaching learning process, the teacher must be able to determine who the students are, what their requirements are, and how the teacher should educate in a simple and engaging manner. Students of various ages demonstrate that they have varying needs and interests.



#### **D. Review of Previous Study**

There have been many previous studies on the association between students' habit in watching English movies and their vocabulary mastery that have been undertaken by the researchers. In this case, the researcher will mention a few of them and provide a brief summary of their findings.

The first research is by Suci Ramadayanti Gultom (2017) from English Education Department Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera Medan in her research entitled "*The Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Mastery at MTs Islamiyah YPI Batang Kuis in Academic Year 2016/2017*". The subject of this study differs from that of Suci Ramadayanti Gultom's study, as does the academic year. In the academic year 2016/2017, Suci used students from YPI Batang Saren's Islamic Junior High School (MTs) as research subjects. Meanwhile, in this study, the researchers utilized the translation class of IAIN Tulungagung sixth semester students in the academic year 2020/2021 as the research subject. The similarities between these studies are in the two variables, which are students' habit of watching English movies and vocabulary mastery. She concluded her study by stating that there was a positive correlation between students' habit of watching English movies and their vocabulary mastery.

The second research as the similar study is a journal by Badruddin, D., & Zainuddin, M. (2016). In their journal entitled "*The Correlation*

*Between Student's Habit in Watching English Movie and Vocabulary Mastery at The Second Year of Sman 1 Anggeraja*". The subject of the research and the academic year differ between this study and the study conducted by Badruddin, D., & Zainuddin, M.. The similarities between these studies are in the two variables, which are students' habit of watching English movies and vocabulary mastery. The result shows that there was also a significant correlation between students' habit in watching English movie and their vocabulary mastery. In other words, they stated that the higher students' habit in watching English movie, the higher students' vocabulary mastery.

The third similar study is a research by Tetry Krisnawati (2019) from English Education Department Faculty of Tarbiyah and Teacher Training IAIN Tulungagung in her thesis entitled "*The Correlation Between Habit in Watching English Movie with English Subtitle and Ability in Writing Descriptive Text of EFL Learners*". The indicator that distinguishes this study from Tetry Krisnawati's study is the variable. Tetry uses Ability in Writing Descriptive Text in the second variable, but vocabulary mastery is used in this study. The first variable that is similar between these studies is the habit of watching English movies with English subtitles. The results Tetry's research indicate that EFL learners who have habit in watching English movie with English subtitle do not necessarily have good ability in writing descriptive text.

The fourth similar study is by Aulia Rachmawati (2018) from Department of English Education Faculty of Educational Science Syarif Hidayatullah State Islamic University of Jakarta in her thesis entitled “*The Relationship Between Students’ Habit in Watching English Movie and Their Listening Achievement*”. The differences between this study and Aulia Rachmawati's study are in the variable, the subject of study, and the academic year. Aulia uses listening achievement in the second variable, but vocabulary mastery is used in this study. Furthermore, Aulia Rachmawati's research subjects are fourth semester students from Syarif Hidayatullah's Department of English Education. State Islamic University Jakarta in academic year 2017/2018. The similarities between these studies are in the first variable, which is students' habit of watching English movies. According to Aulia's research, there is no relationship between those two variables. In other words, the respondents' habit in watching English movies does not always have an effect on their listening achievement.

The fifth similar study is by Jordifajar Rahmatulloh (2020) from English Education Department Faculty of Tarbiyah and Teacher Training IAIN Tulungagung in his thesis entitled “*The Correlation Between Students’ Habit in Listening to English Songs and Their Vocabulary Mastery of the Eight Grade Students at MTs Darissulaimaniyyah Durenan Trenggalek*”. The differences between this study and Jordifajar Rahmatulloh's study are in the variable, the subject of study, and the

academic year. Jordifajar uses listening achievement in his second variable, but this study uses vocabulary mastery. Furthermore, Jordifajar's research subject is the Eight Grade Students at MTs Darissulaimaniyyah Durenan Trenggalek which is different with the subject of research used in this study. The similarities between these studies are in the first variable, which is students' habit of watching English movies. According to Jordifajar's research, there is a significant correlation between students' habit of listening to English songs and their vocabulary mastery. In other words, the better students' habits of listening to English songs, the better their vocabulary mastery.

According to the brief explanation above, this study differs from previous studies in several ways, including the variable used, the subject and location of the research, and the academic year.