

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Review

1. Cartoon movies

Titi (2007) explains that a cartoon movie is moving diagrams or cartoons that are made up of a sequence of images displayed one after the other. Moreover, he added another reference that a cartoon movie is the illusion of motion created by the consecutive display of images of static elements. Technology is used to make them become more interesting as the result of the development of people's imagination.

Cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintain an ability to recognize (Poulson, 2010). Cartoon films are a good alternative media for teaching vocabulary (Margono, 2010). It is an interesting given audio visual examples through the acting in the scenes. Cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of criticizing a person or event with some thoughts (Pande, Ramakumara. 2008). A cartoon movie is a special form of art to present amusing appearance with the help of exaggerated

colorful moving diagrams.

Harmer, J. (2001) states the advantages of using films in teaching and learning process are:

1) Seeing language-in-use

One of the main advantages of movies is that learners don't just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expressions, gestures, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

A movie uniquely allows learners a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British body language when inviting someone out, or how Americans speak to waiters. Movies are also of great value in giving learners a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When learners make their own movies as media in the

teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with learners finding them doing new things in English.

4) Motivation

For all of the reasons so far mentioned, most learners show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with an interesting task.

2. Teaching process Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many educators are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

Either educators or learners agree that acquisition of the vocabulary is a central factor in teaching a

language (Walters, 2004). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems will appear to the educators. They have problems of how to teach learners in order to gain satisfying results. The educators should be concerned that teaching vocabulary is something new and different from the student's native language.

a) Definition of Vocabulary

Vocabulary is a set of words used in compiling a sentence and has meaning. In learning a language, the first step is to learn and try to master the vocabulary as much as possible. The words of new words are very frequently expressed, whether in books or in verbal communication. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). "Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write" (Richard, 2002, p.255). Hornby (1995, p.1331) also stated that "Vocabulary is the total number of words in language or all the words known to a person or used in a particular book, subject and a list of words with their meaning, especially one that accompanies a textbooks". This definition shows that vocabulary is the

basic or the first element that should be mastered in learning language.

So, According to the definition above, it can be concluded that vocabulary is a set of words that must be mastered along with their meanings to become a tool for expressing language and or interpreting information in communication.

b. The Importance Of Vocabulary Mastery

Vocabulary mastery is vital for those learning English, whether as a foreign or second language. Alqahtani (2015, p. 22) asserted that mastering vocabulary is crucial for effective language use and plays a significant role in constructing coherent spoken and written texts. In both ESL and EFL contexts, vocabulary is fundamental to developing listening, speaking, reading, and writing skills. Without a strong vocabulary, it becomes difficult to communicate effectively.

The theories used for cartoon movies in this thesis are primarily focused on social learning strategies, multimedia learning, and motivation theories. Here is an explanation of these theories, their correlation to vocabulary development, and how they support the research:

1. Social Strategy (Oxford, 1990)

Social strategies involve learning through

interaction with others. They include activities like asking for clarification, cooperation, and seeking help from peers or teachers. These strategies emphasize collaboration and communication to achieve language learning goals.

Correlation: In the context of the study, using cartoon movies incorporated with social strategies promotes interaction among students, such as group discussions, peer learning, and practicing vocabulary together. This aligns with the research's aim of creating an engaging environment for vocabulary acquisition. The interaction provides real-life application and contextual use of vocabulary, reinforcing retention and understanding.

2. Multimedia Learning Theory (Mayer, 2001)

This theory posits that individuals learn more effectively when information is presented through multiple channels—visual and auditory. It emphasizes the dual coding of information, which enhances memory and comprehension.

Correlation: Cartoon movies, being multimedia tools, combine visual images, sound, and text, providing a rich context for language learning. The visual and auditory elements help students associate words with images and scenarios, making vocabulary acquisition more intuitive and memorable. This supports the research

by demonstrating how multimedia resources can improve vocabulary outcomes.

3. Motivation Theory (Harmer, 2001)

Motivation plays a critical role in language learning, influencing the level of engagement and effort students put into their studies. Motivational factors can be intrinsic (interest in learning) or extrinsic (external rewards or stimuli).

Correlation: The use of cartoon movies aligns with motivational theory by making the learning process more engaging and enjoyable for students. By presenting vocabulary in a fun and entertaining medium, students are more likely to be motivated and invested in their learning, which supports the research findings on improved vocabulary retention and student enthusiasm.

3. How These Theories Help the Research

- a) Enhanced Engagement: Social strategies and multimedia elements keep students actively involved in the learning process, which is vital for sustained attention and effective vocabulary learning.
- b) Practical Application: The contextual presentation of vocabulary through cartoons allows students to see how words are used in real-life scenarios, bridging the gap between theoretical knowledge and practical usage.
- c) Improved Outcomes: Combining these theories creates

a synergistic effect where motivation, interaction, and multimedia tools collectively enhance vocabulary acquisition, as reflected in the significant improvements observed in the experimental group.

d) The theories directly support the research goals and findings, validating the use of cartoon movies and social strategies as effective methods for teaching vocabulary.

B. Previous Of Studies.

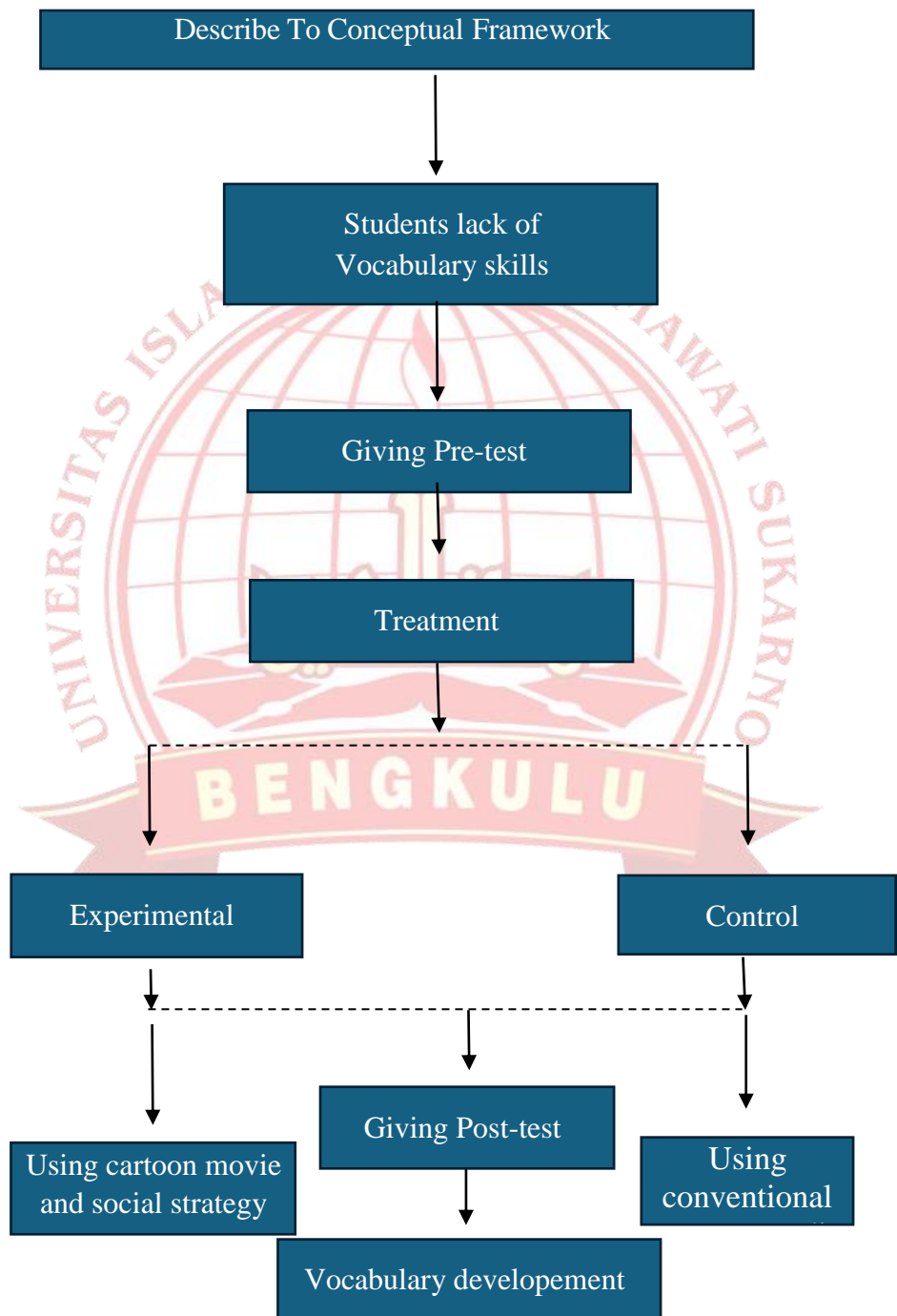
Previous studies have explored the use of cartoon films and subtitled media to enhance vocabulary acquisition and motivate students in learning English. Desi Pitriana and Jufri (2013) highlighted that cartoon films can make vocabulary learning more engaging, as they provide a visually appealing and contextually rich medium for young learners, making it easier to remember new words. This was supported by other research, such as Talavan (2007), which emphasized the importance of integrating authentic audiovisual materials into teaching. Studies by Ali Karakaş and Arif Sariçoban (2024) and Mezei & Boglárka (2024) also investigated the impact of subtitled cartoons and films on incidental vocabulary learning, with mixed results. Karakaş and Sariçoban found no significant difference between subtitle and no-subtitle groups, but both groups showed improvement, suggesting that contextualized vocabulary

in cartoons can facilitate word learning. Chusnein (2024) focused on intrinsic and extrinsic factors influencing students' motivation, showing that cartoon films can effectively enhance both motivation and vocabulary. Similarly, Zulfadli A. Aziz and Rina Sulicha (2024) reported significant improvements in vocabulary when using cartoon films as audiovisual aids in an elementary school in Banda Aceh, with students showing positive responses. Roslindah (2024) found that using the cartoon *Dora the Explorer* significantly boosted vocabulary mastery among fifth-grade students, with notable progress from pre-test to post-test scores. Collectively, these studies suggest that cartoon films and subtitles offer innovative, engaging, and effective ways to improve vocabulary acquisition and motivate learners.

This study differs from previous research in several key aspects. While prior studies primarily focused on the impact of cartoon movies as an audiovisual tool for vocabulary acquisition, this research integrates social learning strategies, such as cooperation and interactive discussions, to enhance the learning process. Unlike studies by Pitriana & Jufri (2013) and Aziz & Sulicha (2016), which emphasized the effectiveness of cartoon films in engaging students and improving vocabulary retention, this study goes a step

further by incorporating structured social strategies to promote active participation. Additionally, research by Karakaş & Sarıçoban (2012) explored the contextual role of cartoon movies in vocabulary learning but did not test their combined effect with interactive social elements. Methodologically, this research employs a quasi-experimental design that explicitly examines the influence of both cartoon movies and social strategies, whereas previous studies mainly assessed cartoon movies in isolation. The findings indicate that this combination significantly improves vocabulary acquisition, highlighting the importance of interactive and multimedia-based learning approaches. In contrast, earlier studies confirmed the benefits of cartoon movies but did not explore how interactive learning techniques could further enhance their effectiveness.

C. Conceptual Framework



D. Hypothesis

Based on the previous discussion behind this research, the following hypothesis is formulated :

Ha : There is significant achievement while implementing the cartoon movie on students' vocabulary mastery of seventh grade of MTSN 5 Kaur.

Ho : There is no significant achievement while implementing the cartoon movie on students' vocabulary mastery of seventh grade of MTSN 5 Kaur.

