CHAPTER II
LITERATURE REVIEW

A. Vocabulary

Vocabulary, as stated by Crow (1991:111), is a total number of words with their meaning known to a person or used in particular book that make up a language. Based on the previous statement, the researcher concludes that Vocabulary in a language is like a structure of bricks in a wall. It is the basic element that makes the wall of language solid. Crow's statement is supported by Hornby (1983:959) who states that Vocabulary is a total number of words which make up language.

Vocabulary is one important factor especially for a foreign language student. It is the basic element of language, and has important role in language learning, Napa (1991: 6-7). Those who master enough vocabulary items will find less difficulty in comprehending the lesson, compared to those who lack of vocabulary mastery. It is a very basic component that one should master if he wants to master English as whole. If one doesn’t have enough vocabulary mastery, then he would be completely clueless in understanding the whole materials.

As the basic component of a language, vocabulary is classified into some class of words. These are the classification of vocabulary
according to Hatch and Brown (1995: 218) there are four classes of words, they are:

1. Nouns
   a. Proper nouns, like Betsy, Ohio differ from common nouns, like woman, state and choir.
   b. Abstract nouns, like hope, attention and love differ from concrete nouns, (chair, table and bag).
   c. Count nouns, like books, birds, and pianos differ from mass nouns, (applesauce, gravy and rice)
   d. Group nouns, like bank, government club, and choir differ from other nouns that refer to people because they refer to the group as a unit (“The choir performs every Sunday” versus “The singers perform every Sunday”)

2. Verbs
   a. Activities, such as; run, walk, write, and seek
   b. Accomplishments, such as; paint a picture, run a mile and write a letter
   c. Achievements, such as; recognize, understand, hear and see
   d. States, such as; know, love, and desire.

3. Adjectives
   a. Positive quality, such as; good, beautiful, diligent, and kind
   b. Negative quality, such as; bad, wicked, and lazy.
4. Adverbs

Adverb typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. For example: here, there, now, quickly and extremely.

There are two types of vocabulary according to Jo Ann Aeborsold and Mary Lee Field (2011), they are:

1. Active vocabulary refers to items the learners can use appropriately in speaking or writing and it also called as productive vocabulary.

2. Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive vocabulary.

In learning vocabulary, there are some aspects which can be learnt by the learners. According to Lado (1972: 1), the aspects of vocabulary which can be learnt by students are as follows:

1. Meaning

Making the students become independent learner which will be able to deal with new lexis and expand their vocabulary beyond the lesson is the most important aspect of vocabulary teaching. Accordingly, guided discovery, contextual guesswork
and using dictionaries should be the main ways to deal with discovering meaning.

2. Spelling

Spelling is important in learning vocabulary because it aids in reading and writing. Not only that, it is also can help to strengthen the connection that is shared between sounds and letters.

3. Pronounciation

Learning pronounciation is difficult because it is not related to the spelling, nevertheless it should be learned intensively because good pronounciation is one of the requirement of understandable verbal communication. Pronouncing a word also enables students to remember it longer and identify it more readily when it is heard or read.

4. Word Classes

Word classes are the categories of word, including nouns, verbs, adverbs, adjectives and prepositions. Word class is an important feature in semantic feature analysis. The classification of the words of a language is depending on their function in communication.
5. Word Use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning. Word use may also involve grammar and thus be the subject of profound analysis.

B. Video

Video is an electronic medium for the recording, copying and broadcasting of moving visual images. As in the term of education, video can be used as one of the media to enrich classroom activities. According to Sadiman (1993: 76), video is an audio visual media that shows a move; the message that is performed can be fact, fictive, informative, and institutional education. As the media in vocabulary teaching, video creates an exciting environment in the classroom. It allows teachers to introduce any aspects of real life into the language learning environment, contextualizing the learning process. (Sherman, 2003: 1). Its visual representation can motivate students and make them want to take part in teaching and learning program.
C. **Subtitle**

A basic definition of subtitle is captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative, OED (2010). There are three types of subtitle, they are:

1. **Standard subtitles**, foreign language audio with mother-tongue captions
2. **Bimodal subtitles**, foreign language audio with foreign language captions

While the subtitle that is used in this research is Bimodal Subtitles, this is because the students need to visualize what they hear.

D. **A Subtitled Video**

Generally, a subtitled video is a video accompanied with subtitles. Subtitles are meant to help the students to comprehend the words that are spoken in the video. Although subtitles have sometimes been considered as distracting or as a source of laziness in students, nowadays we should realize that far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning acquisition process by providing learners with key to massive quantities of authentic and comprehensible language input, Vanderplank (1998: 272-273)
Subtitles or captions play an important role in helping the students to comprehend the material. Danan (2004:67) states that, audiovisual material enhanced with captions or subtitles may function as a powerful educational tool in many ways, for example;

1. It improves the listening comprehension skills of foreign language learners

2. It facilitates language learning by helping visualize what they hear

3. It increases language comprehension and leads to additional cognitive benefits such as greater depths of processing.

There are many other benefits of using subtitles in language learning activities according to King (2002), they are:

1. Their use bridges the gap between reading and listening skills.

The combination of sounds and subtitles in subtitled videos require the learners to read and to listen simultaneously. By listening to the sounds and reading the subtitles at the same time, the learners can visualize the vocabulary they have heard during the viewing activity. This activity would give the learners idea on how to pronounce and spell the vocabulary so that they will be able to comprehend the vocabulary better. It would also bridges the gap between listening and reading that often taught separately. Parks (1994) stated that, Students using
captioned materials (in this case a subtitled video) show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, and words recognition.

2. Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues. In some case, some subtitles are shown too fast. So, in order to keep up with the dialogue encrypted in a form of subtitles, one needs to finish reading the subtitles rapidly before the subtitles disappear. This kind of habit will make the learner improve their rapid reading skill. Such subtitled videos are usually subjected to learners in a higher level.

3. Students can learn how to pronounce many words, consciously and unconsciously. Pronouncing the words consciously here means that learners are concerned in doing the activity, in other words, they are learning how to pronounce the words directly through classroom activity. While pronouncing the words unconsciously means that the learners here learn how to pronounce the words incidentally, meaning that the learning process is learnt without the individual concerned directing attention specifically toward the act of learning it. This is happens during viewing activity while the students reads the caption while listening to the sounds of the video, but they are...
paying attention to the videos and not in pronouncing the words. This is supported by some existing research done by d’Ydewalle & Van de Poel (1999); Koolstra & Beentjes (1999); Neuman & Koskinen, (1992) they stated that the depth of vocabulary knowledge can occur incidentally through viewing subtitled videos. In Neuman and Koskinen’s study, for example, it was found that middle school children were able to incidentally increase depth of vocabulary knowledge by watching subtitled videos.

4. Subtitles allow learners to follow the plot easily.

5. Learners can develop word recognition skills.

6. Captions can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms.

7. Students can understand humour (such as jokes) that would be hard to recognize without the help of the captions. Humour can be a difficult, but rewarding subject for the language classroom (Lonergan, 1989), and subtitles help to understand it, enhancing the enjoyable character of the activity.

8. Subtitles can enhance students’ concentration in following lines.
9. Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.

E. Review of Previous Study

Many related studies about video as a media in teaching vocabulary have been previously conducted. Raine (2013) concludes that using video to teach vocabulary is quite effective in increasing students’ vocabulary mastery. He states that students may need to be given more exposure to target words before he can realistically expect that students’ vocabulary mastery has increased. In some part, Paul Raine also mentions about the types of video that is used to teach students at different level.

Wang (2012) concludes that video contains images that can help the students to memorize the words easily. He also stated that pictures and sound bridge the gap of unconnected themes, save spaces for students’ limited working memory and speed up the process of learning. Overall, video provides a lively model compared to reading texts. It also helps to create direct link between the target language and learning mind. Finally, it increases students’ awareness of the target cultural phenomenon associated with the target language.

Alipour, et al (2012) also concluded in their study that video can help the students to improve their vocabulary mastery. Unlike
grammar, which is based on rules. Vocabulary is a matter of remembering. Students are more likely to remember the lesson if it is set in an entertaining way. It is due to the fact that human mind are more attracted in a visual thing than any form of texts. The use of video should be selected based on the students’ language proficiency and background knowledge.

Harji, et al (2010) conclude that the viewing of subtitled video to the treatment group was significantly proven that the presence of subtitles on the videos help students to get a better comprehension about the lesson. Using media, such as video in language teaching helps the students to receive the material through multisensory channels. It means that they are not receiving the material through what they read nor what they hear from their teacher, but they also receive it through visual aspects.

Meanwhile, Karakas, et al (2012) had found through their study that applying video as a media in vocabulary teaching was having a good impact in students’ achievement. This benefit was thought to be the result of contextual aids of videos. The actions, signals of hands and arms, as well as facial expressions might facilitate the understanding of the target words when accompanied with subtitles.

At a study done by Winke, et al (2010), it is also concluded that the use of caption (subtitle) aids novel vocabulary recognition and also overall comprehension of the videos. The statement is supported by
Danan (2004); captions facilitate language learning by helping learners visualize what they hear, especially when the input is slightly beyond their linguistic ability. The study suggest that captioning, as a language learning tool to aid processing, may function similarly for all proficiency level.

In sum, a subtitled video for foreign language learning are becoming more common because they are more accessible and easy to produce. A subtitled video brings more native voice into the learning environment and help the learners achieve written and aural information which support language acquisition. A subtitled video is used to improve words recognition and words acquisition skills in EFL classroom.

F. Basic Assumption

Based on the explanation above, a subtitled video is believed to be an appropriate way in teaching English vocabulary. The use of video as a teaching media can motivate students and make them want to take part in teaching and learning program. It will also increase and strengthen their foreign language vocabulary. The combination between sound, images, and moving pictures in video are believed to help the learners to memorize the words better
G. Hypothesis

Based on the assumption above it can be concluded that using a subtitled video is effective in teaching English vocabulary. This consideration comes from the advantages of a subtitled video mentioned above.