

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The Concept of Vocabulary**

##### **2.1.1 Definition of vocabulary**

Vocabulary is key to developing skills, so anyone wishing to master an English language must also focus on vocabulary. In addition, it is imperative to recognize that vocabulary constitutes the primary component that must be imparted prior to the instruction of other linguistic facets. Language is formed by words, which are the building blocks of language. According to Ivan Susanto et al (2020)., Learners vocabulary development is an important aspect of their Language development. Vocabulary is the total Number of words in a language. that enables a speaker to communicate. It is evident that vocabulary is a pivotal component of language proficiency. The possession of a comprehensive and varied vocabulary is indispensable for effective communication, enabling individuals to articulate their thoughts with clarity and ease.

furthermore, A vocabulary is a compilation of words along with their respective meanings. Also, vocabulary a powerful carrier of meaning. It provides the foundation for how well students can speak, listen, read and write. According to Hafids and Berlinda (2021) Vocabulary should be integrated into the teaching of those four skills-listening, speaking, reading, and writing. From the statement above, it can conclude that vocabulary is one of the most obvious components of language. In the absence of vocabulary, the expression of ideas, opinions, feelings and other linguistic skills becomes unfeasible.

##### **2.1.2 Types of Vocabulary**

It is imperative that students who are to be taught English as a foreign language should first be instructed in grammar and vocabulary. Without a command of grammar, it would be difficult for others to understand the message being conveyed; without vocabulary, however, it would be impossible to convey information from others. In English language learning, understanding vocabulary classification plays a crucial role in designing effective instructional

strategies. Vocabulary is not only categorized by word class but also by frequency of occurrence and function within academic contexts. Broadly, English vocabulary can be divided into three main types: high-frequency vocabulary, low-frequency vocabulary, and academic vocabulary. Each category carries its own characteristics, functions, and levels of importance in the language acquisition process, particularly in the context of English as a Foreign Language (EFL) instruction.

### **2.1.3 High-Frequency Vocabulary**

High-frequency vocabulary refers to the set of words most commonly encountered in English communication, both written and spoken. These include core words frequently used in everyday conversation, general reading texts, and mass media. Nation (2021) states that this group comprises approximately the first 2,000 to 3,000 most frequent words in English texts. Examples include go, come, house, name, and eat. These words account for nearly 80% of the vocabulary used in general texts, making them foundational for language learners.

In English language instruction, high-frequency vocabulary should be prioritized in the early stages of learning. Due to their frequent appearance, these words significantly contribute to the development of the four main language skills: reading, writing, listening, and speaking. According to Dang, Webb, and Coxhead (2022), mastery of high-frequency vocabulary facilitates easier text comprehension and enhances overall communication fluency. Repeated exposure to these words across various media also supports internalization. Therefore, English language teachers are strongly encouraged to integrate this vocabulary type into basic curricula, helping students establish a strong linguistic foundation.

### **2.1.4 Low-Frequency Vocabulary**

Low-frequency vocabulary encompasses words that appear infrequently in everyday communication and are typically domain-specific or technical in nature. Examples include photosynthesis, jurisprudence, nanotechnology, and subatomic. Nation (2021) explains that although the total number of words in this category is vast, each individual word occurs very rarely in general texts. As a result, learners have limited opportunities to encounter them

naturally, which necessitates the use of specialized learning strategies to facilitate understanding and retention.

This vocabulary becomes more important as students progress into higher levels of education where they encounter complex and technical academic texts. Schmitt and Schmitt (2019) highlight that low-frequency vocabulary learning cannot rely solely on explicit teaching. It must be supported by independent learning strategies such as extensive reading, use of context-based dictionaries, and inference skills. Given their low occurrence, these words require more exposure and time to be fully internalized. Moreover, low-frequency vocabulary is crucial in professional fields such as medicine, law, and science, making it an essential part of goal-oriented learning. In this context, mastery of low-frequency vocabulary often distinguishes learners with only basic language skills from those prepared for academic and professional environments.

### **2.1.5 Academic Vocabulary**

Academic vocabulary refers to words frequently used in academic settings across various disciplines but are uncommon in everyday conversation. Words such as analyze, concept, significant, hypothesis, and establish fall into this category. Academic vocabulary plays a central role in understanding scholarly texts, writing essays, preparing reports, and engaging in academic discourse. Coxhead (2018) developed the Academic Word List (AWL), which includes 570 word families consistently found in academic texts across disciplines like social sciences, sciences, and humanities. This list serves as a primary reference for teaching academic vocabulary.

Recent research by Giguere et al. (2024) indicates that academic vocabulary knowledge is a strong predictor of academic success, particularly in reading comprehension and academic writing proficiency. Learners who have a solid grasp of academic vocabulary tend to be more capable of constructing logical arguments, understanding academic text structures, and actively participating in scholarly discussions. Therefore, the teaching of academic vocabulary should be systematically implemented, especially at the secondary school level, to familiarize students with academic language before entering higher education. Effective instructional strategies include

contextual learning, intensive reading of academic texts, and the use of topic-based glossaries to strengthen comprehension.

## **2.2 Teaching Vocabulary**

Vocabulary teaching is a fundamental component in second language acquisition, as vocabulary plays a central role in supporting the development of the four essential language skills: listening, speaking, reading, and writing (Webster's Third New International Dictionary, 2017: 6–12). Without sufficient vocabulary knowledge, learners often struggle to understand spoken or written texts and to express ideas fluently and accurately in English. As highlighted by Webb & Nation (2020), vocabulary is the strongest predictor of language proficiency, and the breadth and depth of vocabulary knowledge significantly influence learners' academic and communicative competence. In this regard, vocabulary should be treated as a core focus in language instruction, not merely as a supplementary component.

However, teaching vocabulary effectively requires more than introducing definitions or asking students to memorize word lists. It demands a pedagogical approach that facilitates meaningful encounters with words through context, interaction, and active use. According to Graves, August, & Mancilla-Martinez (2019), vocabulary instruction must be intentional, rich, and engaging especially for adolescent learners who benefit from contextualized exposure and visual support. In addition, modern theories of vocabulary acquisition emphasize that learning is more effective when words are repeatedly encountered across different modalities, including audio, visual, and textual formats (Nation & Webb, 2020). Teachers, therefore, need to employ strategies and media that reflect these principles ones that provide repeated, contextual exposure to vocabulary in ways that are developmentally appropriate and motivating.

One of the most effective and widely endorsed media in recent years is film. Films offer authentic language input and simultaneously engage students' visual and auditory senses, making learning more immersive. As research by Peters & Webb (2018) and further supported by Boers (2021) suggests, audiovisual input significantly enhances vocabulary learning, particularly when learners are exposed to narrative content where words are embedded in meaningful contexts. Boers (2021) emphasizes that storytelling, visuals, and emotional involvement in films help deepen vocabulary processing and promote long-term retention. Moreover, Ehsan et al. (2022)

underline that films allow learners to observe pragmatic aspects of language use, such as tone, gesture, and cultural references, which deepen their understanding of how words function in real-life communication.

In this context, the animated film such as *Inside Out*, *Petter Rabbit*, *Zootopia 2* represents a highly effective tool for vocabulary instruction, particularly for eighth-grade learners. The film is age-appropriate, emotionally rich, and features language that is both accessible and authentic. It reflects real-life emotional experiences, social interactions, and common vocabulary that students can relate to and learn from. According to Lee & Pulido (2023), emotional engagement significantly contributes to language retention, especially among younger learners. When students emotionally connect with the characters and plot, they are more likely to internalize the language used. Some animated film such as *Inside Out*, *Petter Rabbit*, *Zootopia 2* offers this emotional connection while simultaneously presenting diverse vocabulary in meaningful dialogues and scenarios relevant to students' developmental stage.

Furthermore, the use of film supports differentiated instruction by catering to various learning styles visual, auditory, and even kinesthetic when followed up with roleplay or discussion activities. According to Marzban & Hadidi (2021), multimodal input in language learning environments fosters deeper cognitive processing and increases student motivation. In the case of *Inside Out*, *Petter Rabbit*, *Zootopia* the rich combination of dialogue, emotion, and context can help bridge the gap between passive vocabulary recognition and active usage, which is often a challenge in conventional instruction.

In conclusion, incorporating animated film into vocabulary instruction represents a strategic, theory-informed approach to improving vocabulary acquisition among junior high school learners. It aligns with recent pedagogical research emphasizing contextualized, engaging, and multimodal language exposure. By using a film that is both linguistically rich and emotionally resonant, teachers can support students in building stronger vocabulary knowledge and applying it more effectively in real communication. Therefore, this study aims to explore the extent to which the use of Animated film as a teaching medium affects students' vocabulary mastery, especially in enhancing their ability to understand, remember, and use English words in meaningful contexts.

## **2.3 The Concept of Teaching by Using Film**

### **2.3.1 Definition of Movie**

Film is a form of visual and auditory art that combines moving images, sound, and narrative to convey stories, ideas, emotions, and human experiences in a deep and engaging manner. Beyond its role in the entertainment industry, film has increasingly been recognized as an effective educational tool, particularly in language learning contexts. In teaching English as a foreign language, films provide authentic and contextualized language input, exposing students to natural language use, including vocabulary, idiomatic expressions, and various grammatical structures. According to Berk (2020), audiovisual media such as films can significantly enhance learning effectiveness by delivering information simultaneously through visual and auditory channels, which reinforces memory retention and comprehension especially of vocabulary. This aligns with Mayer's (2021) Multimodal Learning Theory, which posits that learning is more effective when information is presented through multiple sensory modalities, allowing learners to process and retain new vocabulary more efficiently through both visual scenes and spoken language.

In addition to their cognitive benefits, films also carry social, cultural, and emotional values that make learning more meaningful. Over the past five years, the integration of film into language education has gained popularity, driven by rapid advancements in digital technology and increased access to educational and entertaining content through platforms like YouTube, Netflix. Canning (2022) found that animated films, in particular, significantly improve vocabulary acquisition in ESL classrooms due to their simple narratives, appealing visuals, and themes that resonate with students' everyday experiences. A relevant example is the animated film, which explores themes of adolescent emotions and psychological development. This film is highly appropriate for junior high school students, particularly eighth graders, as it presents vocabulary in age-appropriate contexts while maintaining an engaging and relatable storyline. The language used is both accessible and rich, providing opportunities for vocabulary development in meaningful ways. Moreover, the expressive characters and emotionally driven plot enhance students' motivation and engagement, which are crucial factors in successful language learning.

### 2.3.2 Animations film

Animation films are audiovisual media that present stories through moving images created either manually or digitally. Animated films combine visuals, sound, color, characters, dialogue, and narrative structure, creating an engaging and interactive learning experience that is easy for students to understand. According to Mendoza & carpio (2021) Animated films deliver contextualized language input that helps learners grasp and retain vocabulary more effectively through visual storytelling In English language teaching, animation films are widely used as instructional media because they present vocabulary in clear, meaningful, and contextual situations, rather than isolated word lists. Animation films can simplify complex ideas, provide clear dialogue, and show visual expressions that help learners grasp the meaning of new vocabulary more effectively. Their storylines are generally light, humorous, and rich in character interactions, allowing students to naturally observe sentence patterns, intonation, and vocabulary used in real communication.

### 2.3.3 Structure of Film

According to Barsam, the way a story is presented in a film is referred to as the narrative. The narrative structure of a film consists of several key elements, including:

- a. **Story and plot:** The story represents the entire world in which the film's events take place, while the plot is the portion of that world presented directly on screen to the audience.
- b. **Order:** Refers to how the events in the film are arranged or sequenced.
- c. **Events:** These are the occurrences or happenings that unfold throughout the film's storyline.
- d. **Duration:** This includes story duration (the estimated time over which the overall events take place), plot duration (the specific time span covered by the events shown in the film), and screen duration (the actual runtime of the film).
- e. **Suspense and surprise:** Suspense arises when the audience anticipates something that hasn't yet occurred, while surprise refers to an unexpected event that catches the audience off guard.
- f. **Setting:** The time and location in which the story takes place.

- g. Scope: The range of time and space within which the plot events occur.
- h. Narration and narrator: The storytelling in a film can be delivered visually through camera work or verbally through a narrator's voice.

## **2.4 Teaching Vocabulary by Using Animation Film**

Technological advancements have introduced a wide variety of media that can be utilized as tools for learning English. As explained by Aminatun and Oktaviani (2021), the use of technology has been proven to enhance students' vocabulary mastery, including spelling, pronunciation, and usage in sentences. Today, there are numerous media formats available to support students' language development, such as music, videos, and films. One method considered effective in fostering language competence is through the use of English-language films (Albiladi, 2019). According to Sharjeel and Dadabhoy (2020), films are dynamic visual media equipped with color and sound that help capture and sustain students' attention. They further emphasize that films can influence students' emotions and behavioral adaptation strategies, as emotions are presented in ways that are easy to comprehend. By watching English-language films, students are better able to identify and understand new information for example, they can grasp the meaning of vocabulary, recognize it quickly, and have the opportunity to relate the stories in the films to their own life experiences.

Based on this rationale, the researcher implemented an animation film specifically *Inside Out*, *Peter Rabbit*, *Zootopia* in the teaching process. The researcher directly used this film to teach English vocabulary to eighth-grade students. The choice of this method is based on the assumption that adolescents have a strong interest in animated films like *Inside Out*, *Peter Rabbit*, *Zootopia*. With the right pedagogical approach, the use of such a film is believed to effectively enhance students' vocabulary acquisition. This is further supported by Paivio's Dual Coding Theory (2020) and Mayer's Multimodal Learning Theory (2021), which state that the integration of visual and verbal information can strengthen comprehension and memory retention in language learning.

## **2.5 Theoretical Framework of the Study**

Content-Based Instruction (CBI) is an instructional approach that integrates language learning with meaningful content. In this approach, students learn language through themes or subject matter rather than isolated vocabulary lists. According to Brinton, Snow, and Wesche (2003), CBI emphasizes contextual learning, allowing learners to acquire vocabulary naturally through meaningful exposure. In this research, animated films are used as the learning content. The stories and dialogues presented in the films provide contextual situations that support vocabulary learning in line with the principles of CBI.

The use of animated films is theoretically supported by Dual Coding Theory proposed by Paivio. This theory explains that learning is more effective when information is processed through both verbal and visual systems. Animated films present vocabulary through spoken dialogue and visual images, enabling students to understand word meanings more easily and retain them longer (Paivio, 1986). Furthermore, Mayer's Cognitive Theory of Multimedia Learning strengthens the use of animated films as learning media. Mayer (2009) states that learners understand information better when words are combined with relevant pictures. Animated films function as multimedia materials that help students actively process vocabulary meaning through integrated visual and verbal input.

Based on these theories, the integration of Content-Based Instruction, Dual Coding Theory, and Multimedia Learning Theory provides a strong theoretical foundation for using animated films to improve students' vocabulary mastery.

## **2.6 Definition of Content-Based Instruction Strategy**

Content-Based Instruction (CBI) is a language teaching approach that prioritizes the delivery of content or information that learners need to understand, where the target language functions as a medium for accessing and processing that content. Within this approach, language learning is not broken down into isolated components such as grammar or vocabulary; instead, it is organized around meaningful themes, topics, or materials, enabling students to acquire the language naturally through contextualized exposure. Consequently, CBI positions language as a vehicle for comprehension rather than merely an object of memorization or a set of formal rules.

In this study, Content-Based Instruction refers to the use of the animated film as a medium to teach English vocabulary to eighth-grade students. The film provides rich linguistic and emotional content that helps learners understand and retain new vocabulary effectively. This approach is grounded in Dual Coding Theory (Paivio, 1986) and Multimodal Learning Theory (Mayer, 2021), which suggest that combining verbal and visual information enhances comprehension and long-term memory retention.

## **2.7 Content-Based Instruction in Teaching Vocabulary**

Content-Based Instruction (CBI) Strategy refers to an instructional approach that integrates language learning with meaningful content. In this strategy, English is taught through topics, themes, or authentic materials rather than through isolated linguistic elements. Students learn vocabulary and language structures naturally as they engage with the content. In this study, the CBI Strategy specifically refers to the use of the animated film as the learning content to help students improve their vocabulary mastery.

In the context of this study, Content-based instructions is applied through the use of the animated film *Inside Out*, *Petter Rabbit*, *Zootopia 2* which presents emotional and situational contexts that help students infer meaning and understand vocabulary as it appears in real communication. Watching and discussing scenes from the film guide students to relate visual information to written or spoken language, thereby strengthening their comprehension process. This approach aligns with Dual Coding Theory (Paivio, 1986) and Multimodal Learning Theory (Mayer, 2021), which explain that learning becomes more effective when learners process both verbal (dialogue, subtitles) and visual (images, actions) information simultaneously. By integrating film-based learning into reading comprehension activities, students not only acquire new vocabulary but also enhance their ability to understand the main ideas, supporting details, and implicit meanings within texts.

According Krahnke (1987) explains that Content-Based Instruction (CBI) is a language teaching approach in which the main focus of instruction is the subject matter or content, while the target language is used as a medium for understanding that content. This means that students are not taught language elements such as grammar or vocabulary in isolation; instead, they learn the language naturally through exposure to meaningful topics. In the CBI approach, students use the target language to gain new information, solve problems, and communicate their

understanding of the subject matter. As a result, language learning becomes more functional and meaningful because students see the direct use of the language in real contexts. This condition supports students to acquire vocabulary and language structures more effectively than through memorization.

Furthermore, Krahnke emphasizes that CBI creates a natural learning environment where students are exposed to rich language input while simultaneously learning new content. This exposure helps students develop their language skills unconsciously, similar to how language is acquired in real-life situations. Through continuous interaction with the content, students gradually improve their listening, speaking, reading, and writing skills.

In addition, the use of meaningful content in CBI encourages students to be more active and engaged in the learning process. Students are motivated to understand the topic being discussed, which indirectly increases their attention to the language used. This condition positively influences students' motivation and participation in the classroom.

### **Procedure for Applying Animation Films through Content-Based Instruction (CBI) in Vocabulary Teaching**

1. **Introduce the Content Focus:** The teacher introduces the topic and storyline of the animated film segment that will be used as the content source. Students are informed that vocabulary learning will occur through understanding the film's meaningful context.
2. **Activate Background Knowledge:** The teacher activates students' prior knowledge related to the film's theme, characters, or setting to help students connect new vocabulary with familiar concepts.
3. **Present the Film:** Students watch selected animated film scenes that provide rich and authentic contextual clues, allowing them to encounter vocabulary naturally through the storyline.
4. **Identify Key Vocabulary:** Students observe and list essential vocabulary items found in the film, focusing on words connected to actions, objects, emotions, and significant events.
5. **Analysis of Vocabulary:** Students analyze how each word functions within the film context by examining the situation, dialogue, and visual cues that help clarify meaning. The teacher guides students to understand vocabulary semantically and contextually.

6. Interactive Content Discussion: Students engage in discussions about the content of the film such as characters, conflicts, and messages using the target vocabulary in meaningful communication. The teacher facilitates and corrects usage where needed.

## **2.8 Advantages of Animation Film on Language Learning**

- a) Delivers multimodal input through both visual and auditory signals that aid in acquiring vocabulary.
- b) Facilitates comprehension by providing rich visual settings that help clarify meanings, even with unfamiliar terminology.
- c) Strengthens memory and comprehension by combining spoken language with meaningful imagery.
- d) Introduces learners to genuine conversational language, including idioms, everyday expressions, and natural pronunciation.
- e) Enhances intercultural understanding by showcasing cultural values, norms, and traditions conveyed through animated stories.
- f) Boosts learners' emotional involvement and motivation, making language learning more enjoyable and easier to remember.
- g) Provides adaptable and accessible resources suitable for different ages, skill levels, and teaching objectives.
- h) Promotes interactive classroom exercises such as role-playing, vocabulary mapping, and imaginative storytelling.

Supported by recent studies from Zarei & Layeghi (2021), Mayer (2020), Chen & Wang (2022), and Liu & Li (2021), animated films have proven to be effective multimodal educational tools that markedly improve students' language skills.

## **2.9 Previous Study**

To provide a strong foundation for this study, it is essential to review several previous studies that are closely related to the use of English-language films as a medium for teaching vocabulary. Specifically, these studies explore how films often accompanied by English subtitles

enhance students' vocabulary acquisition, retention, and motivation in learning English. The selected studies were conducted in similar educational contexts and share objectives that align with the present research. They provide both empirical evidence and practical insights that highlight the potential of films, such as Inside Out, Peter Rabbit, Zootopia 2 as an effective tool for supporting vocabulary mastery among junior high school students.

| Researchers&Year       | Focus & findings   | Relevance to Current Study  |
|------------------------|--|---|
| Wati et al. (2025)     | The study concluded that animated films provide visual and contextual support that helps students understand and remember new vocabulary more easily.  | related to the present research because both focus on the use of animated films to improve vocabulary mastery among eighth-grade students. However, the difference lies in the research setting and participants  |
| Wijaya & Sutopo (2024) | The use of animated movies significantly improved students' vocabulary mastery. The average post-test score reached <b>85.43 (very good)</b> . Students became more confident, enthusiastic, and active in using new vocabulary. | This study supports the use of <b>animation films as effective media</b> for teaching vocabulary. It is relevant because it shows that animated films can improve vocabulary acquisition and student engagement, which aligns with the current study focusing on vocabulary teaching through films. |
| Anah et al. (2024)     | The use of animated films significantly improved students'   | This study strengthens the use of animation films as effective media for  |

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|--|---|--|
|  | vocabulary mastery. Students' post-test scores were higher than pre-test scores.  | vocabulary learning. The present study focuses on eighth-grade students and combines animation films with CBI.   |
| Yuyun Sugianti, Ruminda, and Juhana (2024) | The results indicated that CBI significantly improved students' writing skills and increased their learning motivation. Students became more enthusiastic because the learning materials were related to their real-life context. | This study supports the integration of CBI to enhance motivation and learning outcomes, which is applied in the present study through animation films.   |
| Desy Zahwa Almaghfiroh (2024)              | The findings revealed that students' vocabulary significantly increased after the implementation of CBI using relevant teaching materials.  | Content-Based Instruction (CBI) effectively improves students' vocabulary mastery, thus supporting the use of animated films as a content-based medium for vocabulary learning in junior high school students. |

There are several similarities and differences between this study and previous studies. The similarities between the previous studies mentioned above and this study are that both discuss content based instruction strategies and several of the research subjects mentioned above come from an educational environment. However, this study differs from previous studies in terms of its subjects or skills, using junior high school students as the subjects of this study.

## 2.10 Theoretical Framework

Vocabulary mastery is one of the fundamental aspects of language learning that directly influences students' ability to perform the four language skills: listening, speaking, reading, and writing. However, in many EFL contexts, including Indonesia, vocabulary teaching is often neglected or taught through monotonous methods such as memorization or vocabulary lists, which fail to engage learners and provide meaningful learning experiences. Recent theories emphasize that effective vocabulary learning occurs when students are exposed to multimodal input that integrates visual, auditory, and contextual elements. Dual Coding Theory (Paivio, 1986; applied in recent research, 2022–2025) highlights that vocabulary is better retained when learners receive both verbal and visual input simultaneously. Animated films embody this principle by combining dialogue, imagery, gestures, and emotional expression to create a meaningful context for language acquisition. Furthermore, Cognitive Load Theory (Sweller, 2019) suggests that presenting language through visual and auditory channels helps reduce the burden on working memory, making it easier for learners to process and retain new vocabulary. In addition, vocabulary learning is influenced by motivation and learner engagement. Recent studies (Frontiers in Education, 2024) show that strategy-based and discovery-oriented approaches significantly improve students' vocabulary acquisition and motivation. Animated films like *Inside Out*, *Peter Rabbit*, *Zootopia 2* provide authentic language use embedded in engaging narratives, relatable characters, and emotional situations, which not only support vocabulary mastery but also enhance students' interest and enjoyment in the learning process. Therefore, this research assumes that using animations film in teaching vocabulary will provide students with rich, multimodal, and contextualized input that aligns with both cognitive learning theories (Dual Coding Theory and Cognitive Load Theory) and affective theories (Motivation and Engagement in Learning). This combination is expected to help students acquire, retain, and use new vocabulary more effectively compared to traditional teaching methods.

### Hypothesis

Based on the conceptual framework, the hypothesis of this study can be formulated as follows:

- **H<sub>i</sub> (Alternative Hypothesis):** There is a significant effect of using animation films through the Content-Based Instruction (CBI) strategy on students' vocabulary mastery.

- Ho (Null Hypothesis): There is no significant effect of using animation films through the Content-Based Instruction (CBI) strategy on students' vocabulary mastery.