II. LITERATURE REVIEW

This chapter examines the literature and research relevant to habits in watching English movie and vocabulary size as follows:

2.1 Vocabulary Size

1. Definition of Vocabulary Size

Vocabulary size refers to the degree of learners' vocabulary. Anderson and Freebody (1981) define vocabulary size as "the number of words for which the person knows at least some the significant aspects of meaning". Based on the statement above, vocabulary size of learners can be measured statistically. There are some ways to measure namely *token*, *type*, *lemma*, and *word family*. *Token* refers to any running words that occur in a written or spoken text, *type* treats repeated tokens as one word, *lemma* includes a headword and its inflected or reduced forms and *word family* consists of a headword, its inflected forms, and its closely related derived forms (Bauer and Nation, 1993). As foreign language learners, the best way to measure their vocabulary size is based on how many of words that appear in textbooks (Nation, 2001).

In short, vocabulary size is the breadth of vocabulary knowledge. It can simply be regarded as the number of words that a person knows (Read, 1993).

2. Word Frequency and Text Coverage

Word frequency refers to how often the word occurs in normal use and text of the language. Nation (2001) suggests that there are 3 types of word frequency, that is, high-frequency words, specialized vocabulary (academic words), and low-frequency words. According to several studies, the high-frequency words approximately have 76.1% to 82.5% text coverage, academic Word Lists (570 word families) represent 8.5% to 10% of the tokens in a wide range of academic texts, and low frequency words rarely occur in textbooks and have low text coverage. As a general principle, Nation (1997) indicates that 2,000 word level is enough for productive use in speaking and writing. Here are some figures showing what proportion of a text is covered by certain number of frequency words:

Table 1. Vocabulary Size and Text Coverage

Vocabulary size	Text coverage
1000	72.0%
2000	79.7%
3000	84.0%
4000	86.8%
5000	88.7%
6000	89.9%
15.851	97.8%

Based on the table above high frequency words are known before lower frequency words. It shows that knowing about 2000 word families gives near to 80% coverage of written text. Schonnel, Meddelton, Shaw, (1956) show the same number of words gives greater coverage of informal spoken text. With a vocabulary size of 2000 words, a learner knows 80% of the words in the text.

3. Measuring Vocabulary Knowledge

The main purpose of vocabulary size tests is to measure the comprehension and production of words in speaking and writing (Madsen, 1983). Specifically, a vocabulary test is usually divided into two types, breadth and depth of knowledge. Freebody (1981) in Read (1993) defined breadth of knowledge as the size of learners' vocabulary (how many words are known), whereas depth involves a consideration of the quality of learners' vocabulary knowledge (how well are particular words known). However it is generally difficult to reach both types of test at the same time. A test on breadth of vocabulary involves a lot of words to be covered in the test and it requires a short response in relation to each word being tested (Read, 1993). If it focuses on the depth of vocabulary knowledge, very few words can be included because it usually deals with the testing of words in context and usage and the use of words in different situations. Since this study is aimed at measuring learners' vocabulary size, the test focuses in the breadth of vocabulary knowledge in which it should cover a lot of words.

Based on this opinion, when the students learn English, they must be taught vocabulary to strengthen their language acquisition from the early beginning step. By learning vocabulary, the students will not only learn single words of foreign language, but also set phrases, variable phrases, phrasal verbs, and idioms of foreign language.

2.2 Habits

1. Definition of Habit

Habits are defined as "learned sequences of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end-states". They regard habits as goal - directed behaviors. There are three key factors embedded in a habitual movement: frequency, behavior and repetition (Verplanken, 2010). Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously (Covey 1997:21). According to Koch (2010:18), habit is stated as a behavior a pattern acquire by frequently repetition or psychological exposure that shows itself in regularity or increases facility of performance.

From the definition above, the researcher concludes that habit is an activity that conducted repeatedly and continuously. In this study, the habit is intended the students' habit in watching English movie in their daily activity wherever and whenever it is.

2. The Habits' Factors

According to Verplanken (2010), there are some factors that affect someone's habit:

a. The frequency

Frequency measures the number of times something occurs in a specific amount of time. Frequency is the number of times something happens within a particular period, or the fact of something happening often or a large number or times. For example, if someone visits the grocery store twice a week, her shopping frequency is 2 visits per week.

b. Repetition

The action of repeating something that has already been said or written. Repetition is the act of doing or saying something over and over and over again.

c. Behavior

Behavior is an individual phenomena that is characterized by observable, measurable movement of some part of the body through space and time. Behavior is dynamic and occurs in real and the result in measurable time in at least one aspect of the environment.

Based on the definitions above the researcher concludes that a habit can grow if someone conducts something in strong repetition, too long an interval of time, interest in actions and the result of the students' action is pleasure.

2.3 Habit of Watching English Movie

Habit of watching English movie is an activity or span of time that has witnessed various changes in the reasons for watching the movie. Habit in learning language acquisition is said to be a permanent disposition created by the repetition of acts: such disposition causes us to always act in the same way. The definition tells how habit is formed (by the repetition of acts), but it does not state just how much repetition is necessary. Habit has been of paramount importance in the learning process especially in traditional methods. This procedure can be more or less painful, or pleasant, depending on the subject matter in question, the materials being used and the teacher conducting the work. At any rate, for all inventions of modern age no perfect substitution for human effort has been found as far as learning is concerned (Alcaraz, 2003:55-56).

According to Peachey (2014), learning any language can be a challenge and language learners have to accept that making progress takes time and effort. To be a really successful language learner need to make the new language part of their life and part of what they do each day. Watching films and shows in English is a great way to improve students' level. When the students watch films the students get exposure to a wide range and variety of accents and vocabulary. If the students watch contemporary films and TV shows the students also hear the kinds of authentic English expressions that are used in everyday conversation. Film can also show the students a lot about the culture of the language and also

the students are studying and analyse how people interact within that culture. Furthermore, movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings (Herron, 1995).

2.4 The Movie or Film

Movie is not only made based on imagination, but also directed to break up the facts that almost fade. Film is a story, recorded as a set of moving pictures to be shown on television or at the cinema (Hornby, 1995:34).

1. **The functions of film :**

a. As entertainment

Film is popular for human being as entertainment. Many people prefer watching film to relieve their stress.

b. As education

Movie can be used to support in education. As media audiovisual, movie can help the students to accept their material in school or campus. By watching English movie students are able to learn language, able to improve knowledge, rich the information, etc. Movie is a leveller – students can relate to it no matter what their family background or learning abilities. Teachers may not have the time or confidence to use movie effectively in lessons so training and support are important. Movie can be a gateway to exploring

complex ideas and open children's eyes to other ways of looking at the world. The use of movies provides educators with a valuable tool and means a break to traditional teaching methods. The use of film or films in teaching and learning processes, can increase student interest and participation because of its playful component, it shows students the world and provides an example of the relationship that are established in (Twyman, 2009).

c.   As information

Movie gives the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc (Twyman, 2009).

2.   Genres of film:

a.   Action film is a film genre in which one or more heroes are thrust into a series of challenges that require physical feats, extended fights and frenetic chases.

b.   Comedy film is a genre of film in which the main emphasis is on humour. These films are designed to elicit laughter from the audience.

c.   Drama is a film genre that depends mostly on in-depth development of realistic characters dealing with emotional themes.

d.   Horror film is a film genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's primal fears.

e.   Musical film is a film genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing.

From the explanation above, the habit in watching English movie is one of the media that can be used in teaching vocabulary. The researcher concludes that movie is very important as one of several media in teaching and learning vocabulary and also can help the students' interest and the students can receive the messages from the materials. By learning through movie, the students will get a lot of new vocabularies. Not only that, but the students will probably continue to watch movies, which will increase the students' exposure to the language. And also students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions, the students are able to memorizing and remembering words, getting the meaning, and getting example from the use of vocabulary in real context.

2.5 Theoritical Assumption

Referring to the frame of the theories, vocabulary size and habit plays an important role in language learning. The habits in watching English movie have a great contribution to helping learner learn vocabulary and there will be significant correlation between habits in watching English movie and vocabulary size. In vocabulary learning, learners who tend to use more vocabulary learning will be successful in learning foreign language. Successful foreign language learners know that to learn the form and meaning of a large number of foreign language words and to learn how to use them appropriately in a variety of contexts and situations. By learning through habits in watching English movie the students will get a lot of new words.

2.6 Hypothesis

Based on the theoretical assumption above, the researcher formulate the hypothesis as follows:

- There is a significant correlation between habits in watching English movie and vocabulary size at *Frontrunner* class of English First (EF) Bandarlampung.

This chapter already discussed the literature review of this research which deals with several points of theories. The next chapter discusses about the method of this research.