

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents background of the study, research problem, research objective, significance of the study, limitation of the study, and definition of key terms.

#### **A. Background of the Study**

Listening, speaking, reading, and writing are the four capacities of the English language. One of those abilities is vocabulary. If the vocabulary requirements restrict one from expressing one's thoughts, he or she will be unable to do so.

Rohmatillah (2014) stated that Vocabulary is also a vital talent and a crucial component in the process of obtaining language because it is needed for all language abilities, including listening, speaking, reading, and writing. According to Tnanh Huyen & Thi Thu Nga (2013) as cited by Dewi (2017) characterizes vocabulary as a dialect component that joins the four dialect capacities in comprise speaking, reading, writing, and listening in learning a foreign dialect. It means that vocabulary is respected as one of the basic components that gives a huge impact on people's communication. In this way, vocabulary should be ideally put as a critical viewpoint of language learning that should be given much consideration within the practice of TEFL to move forward students' vocabulary authority.

Based on the researcher's observation, Teaching English is not easy that is because the student learns foreign languages and usually, in students' point of view about learning must be serious and boring, it will make students bored quickly, therefore learning methods are needed that make students more fun and relaxed so that the material presented can be understood by students. To make it easier to teach vocabulary to students and make learning activities more effective, teachers can use media as teaching aids. For example, using media projectors, television, ETC. That way students will be more interested in learning English. Cartoon films can be used as an option to teach students because cartoons might be effective as a media to teach vocabulary. Putranti & Mina (2015) as cited by Fathul (2016) state that cartoon movie offers a fun and significant teaching and learning association. In this study, the writer utilized cartoons film as an educating help for vocabulary.

According to Ramakumara (2008) as cited by Uswatun (2016) A cartoon movie is an exaggerated engaging outline caricaturing in a moving chart style of criticizing a person or event with a few thoughts. Margono (2010) as cited by Uswatun (2016) stated that The movie can be good elective media for guideline vocabulary. A cartoon movie is an exceptional shape of art to show an engaging appearance with the assistance of a colorful moving chart overstated. It implies that this learning media can be compelling, the focuses of utilizing movies other than fortify their understanding of that new vocabulary, the students can moreover learn the visual picture of the things they learn so that they will be beyond any doubt the words, the meaning, and how to utilize those words in their way of life. Media as well as a movie incorporates a portion to persuade the student to memorize lexicon and to form the atmosphere of educating and learning can be successful, and the Students will feel something new and distinctive from what students commonly get in their course. It can be said that by using cartoon movies, students will learn new lexicon as well as visual pictures to assist their understanding.

Based on the observations, the researchers stated that students tend not to listen when learning takes place because there are still many teachers who use textbook methods when teaching students, It will make students feel bored during the learning activities because they only listen to what the teacher says and it makes the students have lack of vocabulary. The writer hopes that using cartoon films as a medium of learning can make students' more effective in learning, especially in learning English vocabulary. According to Rokni and Atae (2014) use cartoon movies to observe that are involved in the process and can melt the atmosphere of the teaching and learning process; additionally, as a simple tool to learn vocabulary, the pronunciation of English dialogues can be used as a tool to justify incorrect words without disturbing the students

There are some previous studies related to the effectiveness of cartoon films as a media to teach English vocabulary. The first study was done by Ibnu Khaldum (2019) entitled “The Effect of Using Animation Film on Students’ Speaking Skill at SMK Darel Hikmah Pekanbaru”. This study used a pre-experimental research design, the researcher selected one class from the population by using cluster

random sampling technique. There were 20 students as sample out of 37 students. In the collecting the data, the researcher used oral test. in analyzing the data, the researcher used descriptive statistic and paired sample t-test formula calculated by using SPSS 22 version continued by using eta square formula. The result of the data analysis showed that there is a significant effect of using animation film on students' speaking skills, in which the *Sig (2-tailed)* 0.000 had less value than 0.05. Thus,  $H_a$  is accepted and  $H_0$  is rejected.

The second study was done by Arum Mustikawati (2013) entitled "The Effectiveness of Using Video in Teaching Speaking For The Eighth Grade Students of SMP N 1 Manisrenggo". The researcher was classified as a quasi-experimental study. It involved 68 students of two groups. Class VIII A as the experimental group and class VIII B as the control group. The data were calculated by using SPSS 19.0. The result of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 ( $P\text{-value} = 0.0000 < 0.05$ ). Therefore, the hypothesis of this study is accepted.

Based on the reason above, the writer conducted the title on this research is: The Effectiveness of Using English Cartoon Movies on Students' Vocabulary Mastery at MTS N 7 Kediri

### **B. The Problem of the Study**

Based on the background study above, the problem of the study as follows: "Is there any significant difference between students who are taught by using cartoon films and students who are taught by using textbook?"

### **C. The Objective of the Study**

Based on the problems statement, the objective of the study is: "To know the effectiveness of students who are taught by using cartoon films and students who are taught by using textbook."

#### **D. Hypothesis of the Study**

The hypothesis of this study is divided into two categories, they are null hypothesis and alternative hypothesis.

1. Null Hypothesis (H<sub>0</sub>)

There is no significant difference between students who are taught by using cartoon film and students who are taught by using textbook.

2. Alternative Hypothesis (H<sub>1</sub>)

There is significant difference between students who are taught by using carton film and students who are taught by using textbook.

#### **E. Significance of the Study**

The researcher chooses the study above because it would provide advantages, as mentioned below:

1. The Teachers

This research can offer assistance teachers to understand other ways to educate, particularly in educating English vocabulary utilizing cartoon film may be compelling and so that the teachers know other ways to instruct students. Utilizing the use of media, such as using cartoons as a medium for instructing can be a great elective or a variety for instructing where it will make the students more relaxed taking after the lesson.

2. The students

By using cartoon films as a medium of learning, the student becomes more interested in learning vocabulary because they can learn new vocabulary when watching the performance from cartoon film.

#### **F. Scope and Limitation of the Study**

In this study, the researcher focuses on seventh graders of MTS Negeri 7 Kediri as a research subject. This research attempts to describe the effectiveness of using cartoon films as a media to teach English vocabulary, the research object is limited on using cartoon films as medium to teach English vocabulary.

## **G. Definition of Key Terms**

Definition of key terms is needed to avoid misunderstanding; the key terms of this research are:

1. Cartoon film: according to Poulson (2010) as cited by Hasanah (2016) cartoon film is a shape of media where utilizing animation, characters show up with streamlined highlights, but still keeping up a capacity to recognize.
2. English Vocabulary: according to Finnochiaro (1974) as cited by Hasanah (2016) English vocabulary is the substance and function words of dialect which are learned so completely that they can be utilized inside the execution of any communication act.