

CHAPTER 1

INTRODUCTION

This chapter presented the introduction of the research and it deals with several points, such as: background of research that contain of introduction of the research, questions of research as the continuation of the research background section, objectives of research, hypothesis of research, definition of key-terms, significance of research, scope, and limitation.

A. Background of Study

English is used to convey information almost everywhere globally. In the workplace, individuals with advanced academic and global language skills are in demand. However, EFL (English as a Foreign Language) students often struggle with both spoken and written communication. Developing oral language skills requires considerable effort to facilitate interaction (Indrayanti et al., 2021). Given that students live in a globalized world, learning English is crucial.

A person's vocabulary mastery is influenced by their language proficiency. The four components of the English language are speaking, writing, listening, and reading, with vocabulary being a key part of these skills. Vocabulary mastery is a primary determinant of success in language learning. Vocabulary refers to the words that can be used in specific situations or contexts. Vocabulary is the most important element as it is essential to starting and basis of language acquisition.

The most important aspect of learning English is to increase or improve one's vocabulary. For students, especially non-native speakers, learning English vocabulary can be challenging. The hardest part of vocabulary acquisition is often understanding the differences between pronunciation and meaning. Nevertheless, it is essential for students to learn and approve vocabulary during the learning process. People who have a good deal of vocabulary find it easier to form sentences than those who have a limited range of words.

As a result, mastering vocabulary is essential for enhancing students' communication skills in the classroom. This can be achieved by developing the four language skills. According to Hidayat et al. (2021), students need to master vocabulary, pronunciation, and good grammar to achieve overall English

competence. Typically, teachers focus on rote memorization or translation of new words without employing any tools or techniques, which can bore students and hinder their mastery of English. Teachers should implement strategies and provide engaging media to help vocabulary acquisition, highlighting the importance of media in learning vocabulary. Various media can be used to enhance students' vocabulary, such as visual-media, audio-media, and audio-visual media. This study uses a movie as a tool for teaching vocabulary.

Movies serve as an effective audio-visual media because they combine visual and auditory elements, allowing students to see and hear content such as in animation movies. This approach can make learning English more engaging and effective, as understanding vocabulary is crucial for language acquisition. Without a strong vocabulary, learning English becomes significantly more difficult. Media serves as a bridge between speakers and listeners to facilitating communication. It can assist teachers in their instruction, with animation movies being a particularly effective tool. These movies are an integral part of modern teenage culture and often contain valuable moral lessons for students, making them an excellent choice for teaching materials.

According to Margono (2010), animation movies are an effective alternative media for teaching vocabulary. Animation movies provide engaging audio-visual examples through the actions in the scenes. Using animation movies has several benefits: it not only enhances students' understanding of new vocabulary, but also helps them visualize the words, increasing word retention, the meanings of the words, and how to usage in daily life. This approach offers students a fresh and different experience compared to traditional classroom learning. However, despite these numerous advantages, teachers must be mindful of certain aspects of movies that could be disadvantages for learning.

Three previous studies have examined the impact of using animation movies to enhance students' vocabulary mastery. Fitri Radhiyani (2022), demonstrated the effectiveness of English cartoon films in enriching the vocabulary of third-year students at a Senior High School in Bulukumba, Indonesia. The findings indicated that films could be valuable in language teaching by providing visual cues, authentic language input, and motivation for students to learn and expand their

vocabulary. The t-test analysis revealed a significant difference between the students' pretest and posttest scores, with a t-value of 13.07, surpassing the critical t-value of 2.045 at a 0.05 significance level with 29 degrees of freedom, confirming the effectiveness of cartoon films in enhancing vocabulary.

Secondly, Mindarti, R., & Widagsa, R (2022) aimed to assess the effectiveness of using children's animation movies to improve students' vocabulary mastery at a Senior High School in Yogyakarta, Indonesia. The study found that the use of kids' animation movies significantly improved students' vocabulary mastery, with the mean score increasing from 70.00 in the pretest to 85.44 in the posttest. This statistically significant difference indicated a marked improvement in vocabulary skills, leading the researchers to conclude that animation movies effectively enhanced students' vocabulary.

Lastly, Romadhon, S. A., Indrayanti, I., & Qurohman, M. T (2022) investigated the effectiveness of animated films in improving students' English vocabulary at SMK Karya Bhakti Brebes. The study showed that animated films positively impacted vocabulary learning, particularly in picture identification and word meaning. The improvement in average scores after the posttest demonstrated the beneficial effect of animated films on students' vocabulary acquisition.

B. Research Questions

Based on the research background discussed above, the current research states there is research problem. Therefore, it is the research interest to focus on: Is there a significant difference in teaching vocabulary between students taught using animation movie and those taught using the drilling technique?

C. Research Objectives

Based on the background of the research question, the objective of the research is formulated as follow: To find out and investigate the significance effect of at the class XI of MA Al-Huda Kediri.

D. Hypothesis

Hypothesis is a temporary answer for research questions. A hypothesis in this research is a basic assumption of how the result of the research will be. It is a prediction of the phenomenon. Moreover, in formulating hypothesis, the researcher

has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis:

- Alternative Hypothesis (H_a): There is a significant difference in vocabulary mastery among Class XI students at MA Al-Huda Kediri between those taught using animation movies and those taught using drill techniques.
- Null Hypothesis (H_0): There is no significant difference in vocabulary mastery among Class XI students at MA Al-Huda Kediri between those taught using animation movies and those taught using drill techniques.

E. Significance of the Research

The importance of research is supposed to bring knowledge and some benefits. Some possible ways are presented below:

1) For the Teacher

The teacher can be careful in selecting teaching technique in their class. It is hoped that the result of this study helps teachers to teach vocabulary properly by using animation movie at MA Al-Huda Kediri. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary. It also to enrich teacher's technique to teach vocabulary so that their problems that faced in classroom can be solved. And the teacher also has any ways or another media to make the students interest in learning process and also enrich their vocabulary.

2) For the Students

It can motivate students to study English. Through animation movie, they will get an enjoyable situation, and they won't feel bored. The students will get a better learning system; they will be able to improve their ability to memorize vocabulary by using animation movie, they can learn English particularly vocabulary easily.

3) For the Researcher

This research can serve as a point of reference for upcoming studies, providing valuable feedback and insights into the potential improvement of students' vocabulary mastery after being taught through animation movie at the class XI of students MA Al-Huda Kediri.

F. Scope and Limitation

Based on the background of the study, this study has scope and limitation. The scope of this study is using animation movie to improve students' vocabulary mastery at the class XI of MA Al-Huda Kediri. The researcher focuses on enhance vocabulary acquisition among Class XI students at MA Al-Huda Kediri. The topic of English material is Narrative Text.

G. Definition of Key Terms

The researcher has three definitions of key terms were used to clarify the meaning of the terms. They were:

1) Vocabulary

Vocabulary plays a crucial role in learning English, as it is essential for effective communication. From the definitions provided, we can infer that vocabulary comprises a set of words originating from both written and spoken language, used for communication in language learning. It includes simple words, compound words, and idioms specific to a language. As a key element of language, vocabulary must be taught.

2) Animation Movie

Animation movie is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an of movement. The most common method of presenting animation is as a motion picture or video program, although there are other methods. Animation movie is one in which individual drawings, paintings, or illustrations are photographed frame by frame. Animation movie was mostly utilized for fun for a long while.

3) Learning Media

Learning media refers to various tools and resources used to facilitate the teaching and learning process. These media can be traditional, like textbooks and chalkboards, or modern, such as digital platforms, videos, and interactive software. The use of learning media aims to enhance students' understanding and retention of information by engaging multiple senses and providing diverse ways of accessing and processing content. Effective learning media can accommodate different learning styles, making education more inclusive and effective.