CHAPTER I

INTRODUCTION

In this chapter, the current research presents the background of the research, problem of the research, objective of the research, hypothesis, scope and limitation, significant of the research, and definition of the key terms.

1.1 Background of Research

Learning a language cannot be separated from the vocabulary. "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" (Rohmatillah, 2014). Students with a large vocabulary will be able to develop their language abilities more quickly. Many students, however, find studying vocabulary to be tiresome labor. This meant that the students had a tough time acquiring new terminology. Vitasmoro and Candra (2019), said that when confronted with the quantity of words in English, people become bored and discouraged Students are often dissatisfied when their vocabulary knowledge fails to last (Setyatama, 2020).

Teaching and learning vocabulary will be more successful when the learner can confidently spell the term. Motivation, esteem, confidence, and sympathy are factors that help students effectively learn vocabulary. All of the elements (motivation, esteem, confidence, and sympathy) contribute to the action in some way. It signifies that the components are steps in the vocabulary teaching process. Those components are essential for teaching English to students. They do not guarantee that students will be able to use English ideally if they have a rudimentary

understanding of the language. As a result, Zhu and Yaping, (2012), wrote that the impact of a student's study would be determined by the effect on the student's learning activities.

The majority of students understand the significance of vocabulary in learning a foreign language. They also have tactics and methods for increasing their vocabulary. They usually take a multilingual dictionary with them everywhere they go. As soon as they come across a new term, they will look it up in the dictionary and jot it down in their notebooks (Setyatama, 2020). After some time using this strategy, students begin to realize that this strategy is not an efficient strategy to develop their vocabulary mastery.

Students become bored and frustrated when studying since they frequently forget the words they have written. This condition can sometimes lead individuals to believe that they have poor memorization, which causes them to lose motivation. Allen (1983), stated that typical vocabulary classes, which are commonly viewed as maps, define and assess little more growth in students' speaking, reading, and writing language than searching up terms in a dictionary.

The importance of vocabulary in learning foreign languages, particularly English, cannot be overstated. Vocabulary may be defined as a collection of words that someone understands. According to Xiqin (2008), vocabulary is the total number of words available. Being a part of a body of information or being known by a single person. More general sense, Vocabulary is more than just the meaning of words; it also refers to how a language's vocabulary is organized, how individuals use and store words, how they acquire words, and the link between words, phrases,

categories of words, and phrases. This phrase implies that vocabulary is more than just a collection of words that we memorize and understand their meanings, but also a learning process in which these words are assembled (Koskinen et al., 1993).

Vocabulary is a crucial component of a learner's language since most meaning is carried lexically. Although vocabulary is crucial, other elements like as grammar, intonation, stress, tone of voice, rhythm, pauses, silences, or hesitations are also significant. "Regardless of how effectively the students learn grammar or how well the sounds of the L2 are grasped," Thus, vocabulary is critical to English language acquisition since students will be unable to grasp or communicate their own thoughts if they do not have an adequate vocabulary (Nation, 2001). "While very little can be expressed in the absence of grammar, nothing can be understood in the absence of vocabulary" (Wilkins, 1972). This assertion is based on Wilkins' experience studying in Turkish: even without understanding the grammar, I was able to interact with my Turkish colleague by employing certain vocabulary items and idioms. "You will not notice much growth in your English if you spend the majority of your time studying grammar." However, learning more words and phrases will result in the most substantial improvement. Grammar allows you to express very little, but words allow you to say practically everything!" As a result, we may conclude that vocabulary is more important than grammar since it enables language learners to grasp what they hear and read both within and outside of the classroom, as well as while talking with others.

The learner will have challenges in language acquisition because learning language not only knowing a lot of words, it is also about applying them according

to their needs and goals. Natural language acquisition, according to Richards and Rodgers (1986), vocabulary is highly important for learning English since having a large vocabulary makes it easier for students to learn English. It is different if students have a restricted or bad vocabulary; they will not be able to learn English more effectively. Having a large vocabulary, for example, will make it simpler to obtain information from newspapers and publications. Students should employ media in vocabulary study to help them learn English more easily. Because the media can transfer messages from the speaker to the recipient, it may assist the instructor in conveying knowledge to the students. Radio, television, and other forms of media are examples of media.

In this way, the purpose of this research is to evaluate the efficiency of cartoon movies in learning the English language to the traditional technique. 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 (Rokni and Ataee, 2014).

The current research found problems in SMAN 1 Pare that might be experienced by students, namely the low ability of foreign vocabulary and the lack of use of media used by teachers in learning media. This will make students not interested in learning vocabulary and has an impact on unsatisfactory student learning outcomes.

There are some previous studies already conducted about cartoon movies. The first previous by Mustikawati (2013), "The Effectiveness of Using Video in

Teaching Speaking for experimental research design is used in this work. However, the study's findings demonstrate a substantial difference in speaking skill between students who were taught using video and those who were trained through a textbook-based approach.

The second, from a journal Hayati (2013), This study showing that there is a significant difference in speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method. This study is an experimental research. The findings of this study demonstrated that students' talents improved. As a result, it is possible to infer that employing cartoon films as a medium for teaching spoken about text was beneficial.

This current research focuses on choosing a suitable media that is audiovisual media to teach vocabulary. In this case, cartoon movie is considered appropriate media. Especially in a pandemic like this, students feel lazy and bored to learn English, so the current researcher wants to inspire students by providing a new method for teaching English. Cartoon movie was selected as an alternative to solve problems in elementary school in learning to listen to stories because cartoons can increase the motivation of senior high school students to learn English. One of the advantages of cartoon films is that they are rich in color expressions accompanied by unique character depictions so that the material presented is easier to remember. Because most senior high school students prefer cartoon movies, films are very good at explaining a process and can explain a skill in English. Thus, cartoons are expected to improve students' vocabulary mastery (Setyatama, 2020).

1.2 Problems of the Research

Based on the background of the research above, this current research state the problem of the research. Therefore, it is the research interest to focus on :

Is there any significant effect of using English cartoon movie on vocabulary mastery at SMAN 1 Pare?

1.3 The Objectives of the Research

Based on the statement of the problem of the research above, the aim of the research is to find the significant effect of using English cartoon movie on vocabulary mastery at SMAN 1 Pare.

1.4 Hypotheses

Based on the problem of the research and objective of the research, the hypothesis can be formulated as follows:

1. Alternative Hypothesis (Ha)

There is a significant different effect between student who were taught by using English cartoon movies and students who were taught by using story text on students' vocabulary in SMAN 1 Pare.

2. Null Hypothesis (Ho)

There is no significant different effect between student who were taught by using English cartoon movies and students who were taught by using story text on students' vocabulary in SMAN 1 Pare.

1.5 Scope and Limitation

This research focused on senior high school students as a research topic. Therefore, senior high school students of SMAN 1 Pare are the focus of the

research. The research's focus is on using English cartoon movies to teach vocabulary. Nouns, verbs, and adjectives are examples of vocabulary.

1.6 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

    It will provide them a description of how to educate and inspire students to learn English, particularly vocabulary learning; they will not be restricted to a few teaching techniques. In this scenario, the use of media, namely a "cartoon movie," might be a useful alternative or variation in teaching vocabulary, allowing students to enjoy following along with the lesson.

2. For the students

    It is trusted that this research will give them a new experience in learning English, particularly the use of cartoon movies as the teacher's vocabulary learning in the classroom.

3. For the researcher

    This research allows them to develop their experiences in terms of their knowledge in educational research and strategy for the teaching of English. Therefore, the investigator expects the next investigator to prepare the research needs before and during the research.

1.7 Definition of the Key Terms

1. English cartoon movies

English cartoon movies is a cartoon that shows animation and the language used is English in the film.

2. Vocabulary learning

Vocabulary learning is learning that becomes a benchmark for the quality and quantity of vocabulary in certain languages.