

## **CHAPTER I**

### **INTRODUCTION**

This chapter discussed the background of the research, statement of the problem, the objective of the research, the significance of the research, the scope of the problem, and operational definition.

#### **A. Background of The Research**

English is a global language, which means that it is taught in many nations throughout the globe, that many people use it for worldwide communication, and that it is a crucial component of knowledge, science, and technology. Therefore, it is crucial to communicate in English everywhere, at all times.

The four English language skills are listening, speaking, reading, and writing. One of the language elements is vocabulary. A lack of vocabulary makes it impossible to communicate ideas. Vocabulary is crucial for students to support their four language abilities (Nunan, 1991). It implies that if students have an easier time learning English.

As unique as a person's fingerprints are to them, vocabulary is exclusive to a given subject. Although teachers know they must take action regarding the language used in their subject areas, they frequently struggle to understand how to proceed. As a result, they limit instruction to tried-and-true routines and teacher-centered practice, giving students instructions on how to seek up, define, memorize, and utilize terms related to the subject in sentences. It's important to teach content area vocabulary in a way that removes any obstacles to students reading texts and encourages long-term learning of that language. The organizing principle emphasizes the chapter's central claim: effectively teaching words entails providing students with numerous opportunities to understand how words connect conceptually in the subject matter they are studying (Jack, 2002). In other words, students need to learn vocabulary for a particular amount of time to comprehend the material.

According to the researcher's teaching experience with tenth-grade students at SMA N 1 Jekulo, several factors make vocabulary learning hard. The students have trouble using words, which is the first contributing factor. Since they only

recalled the meaning of the words they had learned and not how to employ them in a sentence, they had trouble applying what they had learned. Additionally, numerous terms have the same meaning. The second issue is that students find it difficult or unmotivated to participate in these learning activities since they find studying boring and are given only monotonous homework. The teachers may resolve this problem using various teaching techniques and media, which will help the students enjoy learning English, especially when it comes to vocabulary development.

Media use is required to conduct the teaching and learning process in the classroom. The right media is audiovisual since it includes images and sound, directly allowing the student to see and hear, like in a cartoon movie. By using this type of media, the students will learn English vocabulary with enjoyment and delight, help to make the point obvious, save the teacher's energy, inspire the students to study, and enhance the amount of teaching and learning.

Vocabulary is crucial for learning English since it makes it easier for someone to learn the language. When someone has a limited vocabulary, they may not be able to learn English perfectly. For instance, if they have a large vocabulary, searching for information in an English magazine or newspaper will be simpler, and vice versa. To make learning English easier for the students, they should use media when acquiring vocabulary. A speaker can deliver a message to a recipient through media. This implies that the instructor can communicate information to the students with the aid of the media. According to the claim above, the researcher selects an appropriate audiovisual medium, such as a cartoon movie, to teach vocabulary. Because they enjoy cartoons, especially Disney cartoons, the students learn vocabulary more easily while using cartoon movies. As a result, the kids find it simple to follow the plot and comprehend every word in Disney movies.

Based on the description above, the writer conducts research untitled “The Effectiveness of Using Cartoon Movies for Teaching Vocabulary to The Tenth Grade Students of SMA Negeri 1 Jekulo in Academic Year 2023/2024”.

## **B. Statement of The problem**

Based on the background of the research above, the writer is conducting a research with the statement of the problem: “Is there any significant difference of the student’s vocabulary mastery before and after being taught by using Cartoon movie media?”

## **C. The objective of Research**

Based on the statement on the problem above, the objective of conducting this research is to find out if there is a significant difference of the student’s vocabulary mastery before and after being taught by using Cartoon movie media.

## **D. Significance of the Research**

By conducting this research, the writer expects that this research will be beneficial theoretically and practically as follows:

### 1. Theoretically

This study might be a resource for other researchers who are interested in learning more about the new teaching media and the factors that lead to students mastering vocabulary through it. Other academics who are interested in learning more about teaching English can use it as a starting point for their own research.

### 2. Practically

#### a. For the Teacher

They will hopefully learn more about how to increase students’ motivation to acquire vocabulary. It would be better for them to alter their approach to teaching English, particularly when it comes to vocabulary.

#### b. For the Students

The vocabulary of the students will increase as a result of employing cartoon movies to help them learn words.

## **E. Scope of the Research**

The study focuses on how to teach vocabulary to SMA Negeri 1 Jekulo students in the tenth grade using cartoon movies during the academic year 2023/2024. SMA Negeri 1 Jekulo's tenth grade students during the academic year 2023/2024 serve as the study's subjects. The writer provides a pre-test and post-test

to gather data before and after utilizing the media Cartoon movies in the English class.

#### **F. Operational Definition**

Based on the focus of this research, the writer is dividing the operational definition of this research into three:

1. Effectiveness is defined as achieving the intended or anticipated outcome leaving a lasting striking impact.
2. Cartoon movies, also known as animated movies, are films that are primarily created using animation techniques to bring characters, scenes, and stories to life. Cartoon movies have been a popular form of entertainment for decades, with some of the most well-known examples coming from studios like Disney, Pixar, DreamWorks, and Studio Ghibli. These movies often combine visually appealing artwork with engaging storytelling to captivate audiences of all ages.
3. Vocabulary is a key element of language ability, vocabulary sets the foundation for how successfully speakers, listeners, readers, and writers communicate.
4. The Tenth Grade Students of SMA Negeri 1 Jekulo are the 1<sup>st</sup> year students who are currently registered as students in academic year 2023/2024.