CHAPTER I
INTRODUCTION

A. Background of study

Vocabulary is one of language components that should be mastered for every language learners. As Elfrieda H. Hilbert and Michael L. Kamil said in their book, “Vocabulary is not developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a life time.”¹ Vocabulary is knowledge of word that people need to learn when people study new language. It is impossible for us when we are learning new language without knowing any word of that new language. It will make us difficult to catch the lesson of new language.

As John J. Pikulski and Shane Templeton said in their journal, it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools to study vocabulary successfully are by providing large. Rich vocabulary and use those words or vocabulary in conversation or sentence. Our ability to function in today’s complex social and economic world is mightily affected by our language skills and word knowledge. In addition the important of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading

achievement. *The Report of the National Reading Panel*, for example, concluded, “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge”.

For example a baby, when they learn a language firstly, it is from the word that they heard from his/her parents. Parents will teach their children a new word or vocabulary. This is because a baby was born without any language. It means they don’t know any single word. They will use gesture or stuffs to say something to the babies. It is the way how parents teach their children new vocabularies or words. As the time goes, a baby finally recognizes the vocabularies to help them structure the language or encourage them to understand more about language.

That analogy automatically helps us to understand that people must learn vocabulary first before learn the language. As Linguist David Wilkins summed up, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It shows us how vocabulary determines on how people learn language. I think language is a city, than vocabulary is its gate. In other word, even without good grammar, people may able to speak and understand a language if they know a lot of vocabulary.

As Biemiller said in his journal, it is sometimes argued that the number of words children need to learn is so great. This can only happen incidentally through

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wide reading (Anderson; Nagy and Herman; Sternberg). This argument is quite reminiscent of the argument that the spelling-to-sound structure of English is so difficult. But it cannot be taught through learning experience. In both cases, the complexity of what needs to be learned has been somewhat exaggerated. Many years ago, Lorge and Chall argued that traditional dictionary sampling methods for assessing vocabulary had greatly overestimated the volume of vocabulary needed by children. As Lorge and Chall, Beck and McKeown, and others have noted, we need to focus on root word growth rather than the acquisition of all inflected and derived forms of words. Jeremy Anglin's monograph suggests that children acquire about 1,200 root words a year during the elementary years. However, they may only acquire half of them (He also argues that perhaps twice of those words need to be learned, particularly including idiomatic forms.) Author’s research (Biemiller and Slonim, in press) suggests that the average number of root word meanings acquired per year may be somewhat smaller, more like 600 root word meanings a year from infancy to the end of elementary school. This conclusion, based on root word meanings sampled from Dale and O'Rourke's Living Word Vocabulary, is partly based on the observation that many similar meanings are acquired at about the same age and probably do not require separate instruction.4

From argumentation above, we can conclude that human acquired more words (vocabulary) when they were on the child age. No matter how they got their

4 www.wordsmartedu.com [accessed at Saturday 21 January 2012 23.55 p.m.]
vocabulary acquisition (through reading, listening, or other experiences), they got many words or vocabularies while they were child. So, children on elementary age are the best age for human to learn and acquire vocabularies.

As Khalifah Ali ibn Abi Thalib statement, learning as a child like carving on the stone; learning as an adult like carving on the water. From the statement above, in the process of language acquisition, it is stated that the brain development of children help them to learn the language faster. Children will be easier to learn a language, particularly remembering the words than elder people. This is because the brain developmental of children is very good and fast.

Just like a journal reviewed by the researcher from John J. Pikulski and Shane Templeton’s journal, it states that for the first five years, children are involved in the process of acquiring a meaning or oral vocabulary—words that they understand when they hear them, and that they can use in their speech. During this period, children have essentially no literate vocabularies (it means that children understanding of vocabularies are not from written form but it can be understood by oral or listening). Most children acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or trans code print into speech allows children to use what they know about
meaning/oral vocabulary for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies.\(^5\)

Furthermore, learning language at the young age seems to have more benefits. Teenager has very brilliant brain. It grows very fast in the very young age year after year. In the process of language acquisition, the brain development in this age will help teenagers in learning language fast. Aitchison said from birth to around two years, many brain cells interconnect, and brain weight increases rapidly to nearly 1000 grams. This fact, however, gives us idea that the best time to learn especially language learning whether it is first or second language is in the young age.\(^6\)

However, they sometimes have difficulties in learning vocabulary, such as: how to spell, how to pronounce, grammar, meaning, etc. These difficulties often make learner feel that English (as a new language) as a scary thing. Learning new word means that people should learn new kind of vocabulary. There are many difficulties in learning vocabulary. Thornbury mentions some difficulties in learning vocabulary, namely:

1. Pronunciation: research shows words that are difficult to pronounce are more difficult to learn.


\(^6\) Jean Aitchison “The Articulate Mammal An introduction to psycholinguistics” (Loondon: Hutchinson, 1984) p. 80
2. Spelling: this is one of difficulty that faced by the learners how to spell right words.

3. Length and complexity: learner often meet long and complex words, then they may get difficulty in learning new language.

4. Grammar: the differences grammar between the first and second language makes the learner feel that grammar is very difficult. It can be solve with more practice.

5. Meaning: when learners understand the meaning of a word it may be able to make them learning fluently. In contrast, if learners do not understand the meaning it makes a word difficult to learn.

6. Range, connotation and idiomatic: some words have a lot of and similar meaning; it will make the learners confuse.  

Often, those problems appear many times as people learn vocabulary, and sometimes it may decrease learners’ spirit to learn vocabulary.

Often the difficulties of young learners in Indonesia, where the people seems to use Indonesian accent, it’s very difficult for people to learn new language especially English. Those problems above make Indonesian especially teenager doesn’t like learning English so much. Besides, the methodology use in Indonesia

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7 Scott Thornbury ”How To Teach Vocabulary” (England: Longman, 2002) p.29
still less effective for teenager to learn. Some teenagers sometimes feel so bored when they are learning in the formal class. Many teachers do not effectively use technology (LCD, video, movie, etc) as media in teaching learning English activity. That’s why, in this case the researcher will improve them using cartoon movie clips.

The need for planned introduction and explanation of vocabulary plus various tools to help children become more independent in dealing with new vocabulary. Author has suggested the hypothesis above that 80 percent or more of the root words learned by grade 6 are learned as a result of direct explanation by parents, peers, teachers, and texts. Those who learn more words almost undoubtedly encounter more words and receive more explanations of word meanings.

This suggests that we could do considerably more than we now do to ensure the development of adequate vocabulary through systematic exposure to two to three new words a day combined with adequate explanation of these words and opportunities to use them. (I am referring to new meanings not simply words that are unfamiliar in print.) Present school practices fall far short of this objective in the primary grades. (Schools may do better in the upper elementary grades.) Other types of vocabulary instruction (e.g., using affixes, word family approaches, and direct instruction in inferencing) will also be useful, especially in grades 3 and above.
This particular objective raises the possibility of returning to a more basal approach, at least as one component of classroom language and reading instruction. If vocabulary acquisition is largely sequential in nature, it would appear possible to identify that sequence and to ensure that children at a given vocabulary level have an opportunity to encounter words they are likely to be learning next, within a context that uses the majority of the words that they have already learned. Some researchers are already beginning to work on this objective e.g., David Francis and Barbara Foorman in Texas, Jan Hulstijn in the Netherlands, Margaret McKeown and Isabel Beck in Pittsburgh, William Nagy in Seattle, and John Morgan. Many problems need to be solved. Existing lists of words e.g., Living Word Vocabulary do not correspond closely enough to observed sequences of word acquisition to be great guides although they are better than nothing. Word frequency in print data as Carroll, Davies, and Richmond state, bears relatively little relationship to observed word knowledge. In her studies, Carroll's SFI index accounted for 7 percent of observed root word knowledge. In contrast, Living Word Vocabulary levels accounted for more than 50 percent of our data. William Nagy (personal communication) has proposed combining Dale and O'Rourke's data with expert ratings--a very plausible suggestion.

Given the establishment of plausible vocabulary lists, teachers could relate these lists to vocabulary being introduced in books (short stories, novels, texts) being studied, be aware of words to introduce or explain (or to query children about if they
do not ask!), and be aware of some important words that are not going to be covered in the established curriculum. These words could be taught directly, or other materials (e.g., stories to be read to class) could be introduced in vocabulary teaching.  

Today, many teenagers like watching cartoon movie. In Indonesia, mostly cartoon movies come along not originally use foreign language. These cartoon movies usually translated first before showed on TV. Actually, if the cartoon movies use their original foreign language especially English, the teenagers will learn and habituate themselves with English. It helps them to unless understand English in pronunciation and habituate their ears with English. In contrast, if the cartoon movies translated in Indonesia, than teenagers will only waste their time watch cartoon movies without get any educational lesson from those movies.

Many foreign cartoon movies are teenager’s favorite TV show make researcher chooses cartoon movies as media in this research. Usually, people will learn better if they like what they learn about. Hopefully this media will help the researcher to improve student’s vocabulary skill.

Cartoon movie clips also chosen by the researcher because learning activity not only use spoken or written form, but it also can learn audio-visual through cartoon movie clips. The students not only can know the real language by hearing the sound, but also they can learn the vocabulary from everything they see. Like the

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8 [www.wordsmartedu.com](http://www.wordsmartedu.com) [accessed at Saturday 21 January 2012 23.55 p.m.]
name of the character, settings, culture, instruction, or expression that said by the characters in the cartoon movie clips, etc. It can make student easier to remember than they learn vocabulary by memorize the words, It is risky forgotten.

That is why the researcher chooses MTs. MA’ARIF KETEGAN because teaching-learning in that school still using conventional method. So the students look bored with the teacher’s method. And the students have no excitement in studying English. So the teacher can’t measure students’ ability. In this purpose, then the researcher will help the teacher to measure student’s ability and give them new method in learning English vocabulary. The researcher focuses on vocabulary because the most student of MTs. MA’ARIF is lack of vocabulary. So, the researcher tries to improve students’ vocabulary ability using cartoon movie clips.

The researcher hopes using cartoon movie clips method can increase students’ motivation and stimulate them to learn vocabulary. Teaching-learning activity using media has a lot of advantages; it can make the lesson more interesting and easier to learn and understand. So, the students will have big attention to the lesson. Hopefully after learning and giving treatment, students will get a lot of experiences in the lesson they have learnt and make the students feel learning English is fun with teaching-learning process which given by the researcher.
B. Research problem (statement of the study)

In this research, researcher tries to solve some problems that appear in the classroom. These research questions may help to answer classroom problem, they are:

1. How far does cartoon movie clips influence students’ ability in learning vocabulary?
2. How is the improvement of students’ vocabulary ability after getting the treatment?

C. Objective of the study

This research may give contribution for language learners and teacher who wants to teach vocabulary. The objectives of the study are:

1. To know how far does cartoon movie clips influence students’ ability in learning vocabulary.
2. To know how is the improvement of students’ vocabulary ability after getting the treatment.

D. Significance of the study

The result of the research may be able to give contribution for the teacher, researcher and the students. There are:

1. The result of this research may be able to give contribution for the teacher to measure students’ vocabulary ability.
2. The result of this research may help finding the influence of cartoon movie clips on English teaching-learning, especially learning vocabulary for the eight grade’s students.

3. The result of this research may be able to help the students to learn vocabulary well and enjoyable.

E. The scope and limitation

The scope and limitation of this research are:

1. This research will be implemented to the eight grade’s students of MTs. Ma’arif.

2. The researcher only and emphasizes on learning vocabulary than the other English component.

3. The researcher wants to know the influence of cartoon movie clips as media to improve students’ vocabulary.

F. Definition of key terms

The researcher describes definitions of key terms to understand this thesis easier. Taking from oxford dictionary, the researcher found some definition. They are:

1. Cartoon is a series of drawings made by photography.

2. Clip is act of clipping, sharp blow.

3. Film is cinema picture; movie; roll of thin flexible material used in photography.
4. Influence is power to produce an effect; person, fact, etc that has this power; ability to obtain favorable treatment from somebody.

5. Learning is knowledge gained by study.

6. Media is means by which something is expressed or communicated, substances or surroundings in which something exists.

7. Movie is cinema film.

8. Vocabulary is total number of words in a language, list of words with their meanings.

9. Movie clips is short sequences from movie, single scene or single short. Movie clips, the researcher use are animal and legend cartoon movie clips. The researcher put Franklin (the school play and wants a pet) as animal cartoon movie clips and the first well as legend cartoon movie clips.

\[9\] Oxford learner’s pocket dictionary(oxford : University Press 1991)