

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of foreign languages that is more popular than any other languages in the world. It means that language is humans' tool to communicate to each other and their way to express or say the idea and thinking. Indonesian people do not use English language commonly in a daily life. Therefore, to consider the important role of English, English is taught from the elementary until university, furthermore English itself for Indonesian is a foreign language.

English is introduced into the curriculum and it is a compulsory subject in junior high school, senior high school and university. The Indonesian government always makes an effort to improve the quality of education by improving the quality of the teachers and other teaching components, which are involved in the educational processes the quality of someone's English skill is obviously depending on the quality and quantity of the vocabulary he or she has¹.

¹ Rachmadie,sabrony, *buku materi pokok vocabulary* (Jakarta: karunia, 1985),p 54

In learning a foreign language, vocabulary plays an important role in learning foreign language. According to Hornby, vocabulary is the total number of words which with rule for combining them to make up a language². Manzo and Sherk stated that vocabulary is central information, acculturation, reticulation apparently all learning³. It is one of the elements that link to four language skills; listening, speaking, reading and writing. Without acquiring an adequate number of vocabularies, the learners find difficulties in communicating and using the language.

In the world of education, students are expected to master vocabulary to support their English skill. When the students have enough vocabulary, it will help them make their learning process go easier so they will get the highest result. However, the main problem which is faced by many students is that they cannot master varieties of vocabularies that influence their English skill. As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students so that students have a passion for learning. Some teachers use games, pictures, songs, real objects and animation video as their teaching media to grow the student creativity in the learning process.

The reason why the writer chose SMP Ahmad Yani 4 Bojonegoro is because it has already been using the projector as a media to help teachers present materials to students in the classroom. The school is also implementing teaching communicative

² Hornby, *oxford advance learner's dictionary*. (London: oxford unifercity press, 1974),p 954

³ Manzo A.V. & Shark, JK,). *Some generalizations and strategies for guiding vocabulary learning*.(Journal of Reading Behavior, 1971),p 72

learning. However, the students at this school are lazy to learn because of the methods used may be less interesting or boring.

In this study, video animation is chosen as the media to teach vocabulary. This media allows students to explore as they learn in a pleasant atmosphere and help students to memorize English vocabulary easier. According Oemar Hamalik a fun medium can help students to remember a given material and help students to learn the spirit⁴. This method has the elements in educating and humorous, the students are expected to be active in teaching and learning. In addition to the situation, the author would like to implement fun activities in teaching and learning English.

The writer chooses the seventh grades as the subject rather than the eighth and the ninth because the seventh grade is concerned with reaching the new vocabulary. The other reason is that the seven grades completely need various and many vocabulary as a basic knowledge so that for the seventh grade student it will be easier to master the next material such as grammar and text.

According to the English teacher in SMP Achmad Yani 4, Bojonegoro, many students still have difficulties to use and understand of new English words. One of the problems is having difficulty to understand the English text, if the students lack of vocabulary, it will be difficult for them to understand the text, speak, listen and write, because vocabulary is the prominent foundation for learning English. The high levels of reading achievement can be concluded that students have a large vocabulary. The

⁴ Hamalik, oemar, *pengajaran unt: study krikulum dan metodologi* (bandung: alumni, 1982), p 62

report of the national reading panel said the recognized in the development of reading skill⁵. Students with strong vocabularies are more successful in school. In the commonly learning process, the teacher gives a lead in such as games, pictures, real objects and songs, but the teacher rarely applies animation video as teaching media, especially reaching the new vocabularies.

The conclusion is that, using animation video as a media, is expected to help student to memorize English vocabulary easily, and provides a new atmosphere in the learning process. In this case, the writer chose SMP Ahmad Yani 4 Bojonegoro because the writer to find out whether animation video is effective to increase students' vocabulary.

Because of those reasons, the writer is interested in taking up the title of the research: "The implementation of animation video to improve student' English vocabulary at the seventh graders of SMP Ahmad Yani 4 Bojonegoro".

B. Research Question

Is there any significant difference between the mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before and after being taught using animation video?

⁵ Jhon J. Pikulski, Shane Templeton. *Teaching and Developing Vocabulary*. (Houghton. 2004)Page 2

C. The objective of the Research

From the statements of the problem, the writer determines the purpose of the research as follows:

To find out if there is significant difference between the mastery of English vocabulary of the seventh Grade students of SMP Ahmad Yani 4 Bojonegoro, before and after being taught using animation video.

D. Significant of the research

This study is to show whether there is any significant difference between the mastery of English vocabulary of the seventh Grade students of SMP Ahmad Yani 4, Bojonegoro, after being taught using animation video. This study can be useful for:

1. The Teacher

The teacher will gradually know the mastery of English vocabulary of the seventh Grade students of SMP Ahmad Yani 4, Bojonegoro, before and after being taught using animation video. Animation video can be used to improve the student's ability in mastering English vocabulary.

2. The Students

The students can memorize English vocabulary easily and they will be able to learn vocabulary in an enjoyable atmosphere.

E. Scope and Limitation of the Research

In learning language, students will obviously find many problems in learning vocabulary. Students do not understand the meaning of some vocabulary words, that is why students find it difficult to use the vocabulary. Teaching English vocabulary is teaching words in the English materials like reading text.

One of the media in teaching English vocabulary is animation video. In this study, the writer uses animation video as media to teach English vocabulary. Animation video is a video or film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence⁶.

The limitation of this research focuses only in the mastery of English vocabulary of the seventh Grade students of SMP Ahmad Yani 4 Bojonegoro 2, before and after being taught using Animation video.

The subject of this research is the seventh grade of SMP Ahmad Yani 4 Bakung, Kanor, Bojonegoro .

⁶ (<http://www.thefreedictionary.com/cartoon>).

F. The Definition of Key Term

The definition of terms, which is necessary to clarify briefly in order to avoid different thinking, can be mentioned as follows:

1. The mastery of English vocabulary.

There are some definitions of mastery that are proposed by experts. According to Nunan defines mastery as comprehensive knowledge⁷. This definition is supported by Hornby who state that mastery is complete knowledge or complete skill⁸. According to Hulson mastery is skill to use the knowledge⁹. It means that mastery is ability to use the knowledge. In brief: vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. to achieve this goal, the first step is translate a foreign language into daily language. According to Arifin, first skill that must be learned is translating and understanding the word¹⁰.

⁷ Nunan, david. *Research method in language teaching*. (new York: Cambridge university press.1992)p155

⁸ Hornby, AS. *Oxford advance learner's dictionary of current English*. (London: university press.1995),p 721

⁹ Culson j, Car. C.T, huchitson I, eagle doroty. *The new oxford encyclopedic dictionary*. (Singapore: toppan printing company,1987),p 1050

¹⁰ Arifin zuhri. *Pengembangan peningkatan pembelajaran bahasa asing*.(bandung:armadeta 1990)p,16

2. The animation video.

Animation video is a film made by photographing a series of animation drawings (cartoon) to give the illusion of movement when projected in rapid sequence¹¹. Video also has a humorous side, so as to raise higher student interest in learning¹². This video also has a simple conversation so it is suitable to develop a learning method.

¹¹ <http://thefreedictionary.com/animation>.

¹² Hamalik, oemar, *pengajaran unit: study kurikulum dan metedology (badung: alumni 1982)*, 66