CHAPTER I
INTRODUCTION

A. Background of the Study

Language relies significantly on vocabulary, making it a crucial element. When individuals have a strong command of vocabulary, they can effectively integrate the four essential language skills: speaking, listening, reading, and writing. Panjaitan et al. has stated that it has been emphasized that lacking appropriate vocabulary can lead students to uncomfortable situations and hinder their ability to express ideas or convey meaning clearly.[1] Skill in expressing ideas in English, both spoken and written, are greatly influenced by the amount of vocabulary that has been known and understood about various things as well as knowledge of English Grammar.

During every lesson, it is crucial for the teacher to introduce new vocabulary words and provide opportunities for students to engage with and comprehend their meanings. The teacher plays a vital role in ensuring students comprehend and become proficient in the vocabulary. According to Kurniaty et al., as language educators, we utilize a variety of teaching tools and resources with the intention

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[1] Esra Elisabeth Panjaitan et al. "Vocabulary Teaching Strategies By Efl Teachers Of Junior High School Level", *Jurnal Pendidikan LLDIKTI Wilayah I,* Vol. 1 No. 2, (December 2021), 60

of conveying vocabulary, meaning, and language structure. These diverse teaching mediums serve multiple purposes, including generating student engagement in specific topics and serving as the basis for comprehensive learning activities.[2] These are designed to make the teaching of vocabulary easier and more effective for teachers. Teachers can instruct students in the classroom so that the lesson can be captured, comprehended, and utilized effectively.

Teachers must master and understand teaching media so that learning objectives can be successful and effective. Each type of teaching vocabulary media has its own characteristics that can only be responded to by certain senses and has implications for other teaching components. The teaching media can be classified into audio, visual, and audio-visual. By using teaching media, students will be more focused and motivated in developing their vocabulary. According to Patel and Jain, the teachers utilize teaching media to enhance the effectiveness and liveliness of their lessons. The use of teaching media helps to prevent monotony and indiscipline among

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[2] Fitri Kurniaty, "Teaching Vocabulary By Using Cartoon Movies For Junior High School Students", *Jurnal Fakultas Keguruan aan Ilmu Pendidikan*, Vol. 3 No. 5, (2014), 134

students by fostering their interest and motivation to learn.[3] Therefore, one way to improve students' vocabulary mastery is to choose and use appropriate and good media in the learning process, achieve learning goals and overcome the use of conventional methods and make the learning process more-lively.

One of the teaching media that can be used as learning media is cartoon movie that can be used to help improve students' vocabulary mastery. Cartoon movie as a medium have superiority in sound, images, lines, and symbols that are displayed. In addition, the images and sounds that appear in cartoons make students not bored quickly, so they can stimulate students to want to know more about the stories shown, especially in the learning process that supports increasing students' vocabulary. Sajana has stated that cartoon movie would be an excellent tool for developing awareness of the critical features of the target language. students get an exposure to the culture where the language is spoken (through video recordings, commercials) along with the language.[4] The students are more enthusiastic about following the lesson if the teacher provides a new atmosphere by

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[3] Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques),* (Jaipur: Sunrise Publisher and Distribution, 2008), 67

[4] Ms. Sajana. C. "Cartoons in Language Teaching and Learning". *International Journal of Pure and Applied Mathematics Bulgaria*, Vol. 119 No. 12, (2018), pp.2435-2450, 2439

showing a film, because according to students, students will absorb information more quickly by watching and hearing the information in the movie.

The researcher conducted preliminary observation at SMP 2 Kota Serang, the researcher got several information related to problem in students' vocabulary mastery and problem in teaching media. The problem related to the students' vocabulary were the unmotivated students and they had a hard time learning vocabulary. Based on the teachers' daily reports showed that student vocabulary mastery scores were low. The problem related to the teaching media were the teacher only used whiteboard and pictures which they just paid attention the teacher's explanations or wrote on the whiteboard. The material source used by the teacher were only from textbooks which did not make the learning references not vary.

Seeing the existing reality from the preliminary observation, it is necessary to have the right learning media by using cartoon movie, because with the learning media it is expected to increase students' vocabulary mastery. The researcher implies that it needs teaching media in learning process, using cartoon movie as teaching media to overcome the students' problems in vocabulary mastery. Some of previous studies shows that cartoon movie as teaching media is

effective to improve students' vocabulary mastery. Furqan and Sabir's study have concluded that cartoon movie has significant effect to improve students' vocabulary mastery.[5] In line with that, Ariska and Khalid's study have concluded that the use of cartoon film as teaching media can enhance students' vocabulary mastery.[6] Therefore, cartoon movie is considered effective to be used as learning aids, it includes audio-visual media that are shown in front of children as an integral part of learning activities.

Unlike the previous study, the researcher utilizes PG 13+ rated cartoon media, specifically designed for children aged 13 and above with parental guidance. The cartoon sources are obtained from popular streaming platforms like Disney+, Nickelodeon, and Cartoon Network. Students engage in watching these cartoon movies, which enables them to acquire new vocabulary. The vocabulary emphasized in the cartoon films aligns with the lesson plan for Class VII, with a particular focus on noun usage.

Based on the explanation above researcher is interested in researching vocabulary mastery problems and assisted by cartoon

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[5] Muhammad Furqan and Muhammad Sabir, "The Use of Cartoon Video in Teaching Students Vocabulary". *English Journal,* Vol. 15, No. 2, (September 2021), pp. 93-108, 107.

[6] Selly Ariska and Muhammad Khalid, "The Effect of Using Cartoon Film on Students' English Vocabulary Mastery". *Education and Learning Journal*, Vol. 2 No. 2, (August 2022), pp.111-114

movies as teaching media. By using cartoon movies, it is hoped that students can pay attention to the continuity of the learning process and gain new experiences that can support their mastery in English vocabulary. Therefore, the title for this research is "**The Influence of Using English Cartoon Movie Towards Students Vocabulary Mastery (A Quasi-Experimental Research at the Seventh Grade of SMPN 2 KOTA SERANG)".**

B. Identification of the Problem

Based on the problem context, the researcher has identified some problems as follows:

1. The students were unmotivated in learning vocabulary
2. The students had limited vocabulary it could be seen that their vocabulary scores were low
3. The students were hard to memorize the words
4. The teaching media was conventional for students it only used textbook and whiteboard
5. The teacher only asked students to pay attention to the explanation without some improvisation

C. Limitation of the Study

Based on the identification of the problem above, the researcher limits the study on the influence of using cartoon movie

as a media towards students' vocabulary mastery, the students' response to cartoon movie in teaching vocabulary mastery, and the students' vocabulary mastery score before and after using cartoon movie media. Cartoon movie as the teaching media in this research is cartoon for PG-13 (for 13+ years old viewer with parental guide) category. The data is collected from the students' vocabulary mastery pre-test and post-test which is in accordance with the material for the seventh grade of junior high school. The population selected by the researcher is class VII (154 students) and the sample consists two classes from VII.1 class (32 students) and VII.2 class (32 students) in SMPN 2 Kota Serang.

D. Statements of the Study

In this research, the researcher can identify the problem as follows:

1. How is the influence of using cartoon movie as a media towards students' vocabulary mastery?

2. How is the students' response to cartoon movie in teaching vocabulary mastery?

3. How is the students' vocabulary mastery score before and after using cartoon movie media?

E. Objective of the Study

Based on the statement above the objective, the researcher has some objective of the problem as follows:

1. To know the influence of using cartoon movie as a media towards students' vocabulary mastery.

2. To identify the students' response to cartoon movie in teaching vocabulary mastery

3. To identify the students' vocabulary mastery score before and after using cartoon movie media.

F. Significance of the Study

The researcher hopes that the importance of this study will help the students themselves, the teachers, and the next researcher:

1. For the student, the result of the study will hopefully contribute to Improve students' vocabulary.

2. For the English teacher, the researcher hopes to be the one of some alternatives in improving students' vocabulary mastery by cartoon movie media.

3. For the other researcher, the result of the study will hopefully contribute to the other researchers who are interested in the use cartoon movie media in in teaching vocabulary.

G. Hypothesis

1. Alternative Hypothesis (H_a) H_a: There is an influence on using cartoon movie as a media toward students' vocabulary mastery at the seventh grade of SMPN 2 Kota Serang

2. Null Hypothesis (H_o) H_o: There is no influence on using cartoon movie as a media toward students' vocabulary mastery at the seventh grade of SMPN 2 Kota Serang

H. Previous Study

1. **The previous study is conducted by Muhammad Furqan and Muhammad Sabir. The research is entitled "The Use of Cartoon Video in Teaching Students Vocabulary".** *English Journal,* **Vol. 15, No. 2, September 2021**.[7]

This study seeks to determine the impact of utilizing cartoons to teach students' vocabulary. Its mission is to assist youngsters in learning English; especially, it attempts to improve the English vocabulary of children between the ages of seven and fourteen. The research method is quantitative design experiment class and control class research. The researcher might conclude that there was a significant difference between the experimental and

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[7] Muhammad Furqan and Muhammad Sabir, "The Use of Cartoon Video in Teaching Students Vocabulary". *English Journal,* Vol. 15, No. 2, (September 2021), pp. 93-108

control groups since the test of hypothesis using the t-test formula demonstrates that the value of the t-test is greater than the value of the t-table. Based on the findings of this study, it is generally agreed that this is valuable information for many teachers, particularly English teachers. It is one way that can be utilized to educate learning processes. It could be used as an alternative in the classroom.

2. **The second previous study is conducted by Selly Ariska and Muhammad Khalid. The research is entitled "The Effect of Using Cartoon Film on Students' English Vocabulary Mastery".** *Education and Learning Journal*, **Vol. 2 No. 2, August 2022**.[8]

This study intends to examine whether cartoon movie media has a substantial impact on the vocabulary of English students. This form of research is experimental research consists 30 students (experiment class) and 30 students (control class). The researcher collects data using a pre-test, a treatment test, and a post-test, each consisting of 10 multiple-choice items measuring vocabulary competence. The findings of this study reveal that the use of cartoon movie media has a substantial effect. This is

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[8] Selly Ariska and Muhammad Khalid, "The Effect of Using Cartoon Film on Students' English Vocabulary Mastery". *Education and Learning Journal*, Vol. 2 No. 2, (August 2022), pp.111-114

evident from the difference between the experimental class's pre- and post-test mean scores, which jumped from 44 to 75 points. The average post-test score for the control group was 52, but the average post-test score for the experimental group was 75 points higher. Therefore, the cartoon film media technique can enhance students' vocabulary.

3. **The third previous study is conducted by Dewi Sofiana Tuzza'roq. The research is entitled "The Effectiveness of Cartoon Film on YouTube for Teaching Vocabulary". A Paper, The State Islamic Institute of Kediri, 2022.**[9]

This study intends to assess the efficacy of students utilizing YouTube cartoons for vocabulary acquisition. The participants in this study were first-year MAN 2 Kediri students in class X MIPA 4 for the 2021/22 academic year. This study was conducted during a pandemic, so the researchers only collected data from students who participated in face-to-face schooling at the time. The research is quantitative in nature. In this study, researchers utilized student-familiar media, notably YouTube. The results indicate that the value of Sig. class variables varies. Evidently, Sig = 0.125 > 0.05 Therefore, H_a is

[9] Dewi Sofiana Tuzza'roq. *"The Effectiveness of Cartoon Film on Youtube for Teaching Vocabulary"*. A Paper (The State Islamic Institute of Kediri, Kediri, 2022)

rejected and H_0 is accepted: "There is no significant difference between students who are treated with YouTube cartoons and students who are not treated with YouTube cartoons." Whether or not YouTube animations are effective is reflected in the output parameter estimates. With Sig = 0.125 > 0.05, the value of the Class variable Sig is displayed. Therefore, it may be argued that the animation videos on YouTube are ineffective for teaching vocabulary in the classroom. However, the result showed that the use of Cartoon Movie positively affected student motivation in learning English in class.

There are similarities and differences among three previous studies above and the researcher's study. In similarity aspect, the significant similarity is the media used cartoon movie as independent variable and vocabulary mastery is dependent variable. The research approach is also similar which is employed quantitative research. On the other hand, the previous studies above are different with the researcher's study. The significant different is the media used in the researcher's study is cartoon based on PG 13+ type which means the cartoon intended for children over 13 years of age and under parental supervision. The source of cartoon media is from streaming platform such as

Disney+, Nickelodeon, and Cartoon Network. The students watch the cartoon movies and they learn new vocabularies from those movies. The vocabularies studied by students in cartoon films focus on the use of nouns because they are adapted to the lesson plan material for class VII.

I. Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I is introduction, it contains the background of the study, identification of problem, limitation of problem, statement of the problem, the objective of research, the significant of research, hypothesis, previous study, and the organization of writing.

Chapter II is theoretical frameworks. This chapter consists of the theories from some experts about vocabulary mastery and cartoon movie.

Chapter III is research methodology. This chapter consists of research method, population and sample, the site and time of study, the technique of data collecting and the technique of data analyzing.

Chapter IV is research finding and discussion. This chapter consists of the result of the research and discussion.

Chapter V is conclusion and suggestion. This chapter consists of the conclusion from statement of problems and some suggestions.