

CHAPTER I

INTRODUCTION

A. The Background of the Research

Vocabulary is one of the important language components. It is even a basic material of a language and the body of the word that make up a language. Thus, people who have limited English vocabulary are not able to speak well in that language. According to Jumariati (2010), vocabulary learning is the important aspect in learning a language especially foreign language such as English.

Learning English, students should be able to master vocabularies, because it helps them to express ideas and feelings and to communicate. In fact, the vocabulary cannot be separated from other language aspects. So, by mastering vocabularies, the students would be able to develop the language skill such as: listening, speaking, reading, and writing. But learning vocabulary is not easy and frequently makes students bored. Allan (as cited in Sianipar, 2013) argues that many students cannot read and understand texts because they do not have a good vocabulary command. Other students also cannot speak well and sometimes, they mix their language using mother language or Indonesian language because they have insufficient vocabulary mastery in English and also students found unable how to write appropriately due to their limited vocabulary.

Based on researcher' observation and information that researcher got from the English teacher directly, the main problem faced by the eighth grade students of SMP BHAKTI Jakarta was the low of vocabulary mastery. Almost 60% of the students found it difficult to differentiate word classes among verb, adjective and noun, 30% of the students still confused how to find the antonyms of the words and also 75% were lack of understanding about the word definition. Besides, the eighth grade students of SMP BHAKTI Jakarta were never focused when learning especially English subject. The factors also evidenced by the result of the pre-test before teaching vocabulary through watching English cartoon films were implemented. Since, the students' mean scores of the pre-test was 60.73 points. It is obvious that the students' scores was still under the minimum achievement criteria (≥ 66). Due to the problems above, in this research the researcher restricts the vocabulary only word classes (noun, verb and adjective), antonym and word definition. By looking those problems, the researcher used watching English cartoon films to develop the students' vocabulary.

In teaching learning process, students faces many problems, for example, when the teacher explained some topics, some students looked bored, annoying their friends, they cannot keep silent, etc. So that, watching English cartoon films activity is one of ways how to solve the problems. It develops less stressful, more relaxed, and more enjoyable atmosphere in the classroom. Besides that, watching English cartoon films can make students focus, active in the classroom, and listen to what

their teacher said. In any classroom, it is important to get students paying attention and listening.

Film is one of the audio-visual aids which support students to learn new vocabularies. According to Istanto (2009) that the use of films as an innovate way to enhance language learning and culture understanding. Cartoon film is a film produced by photographing a series of gradually changing drawings, etc, which give the illusion of movement when the series is projected rapidly.

Watching English cartoon films is one of the techniques which can make the students able to focus, active, got many new vocabularies, it is also helps the teacher to create contexts in which the language is useful and meaningful. Nowadays, watching English cartoon films becomes a popular activity. Some previous researches also support these ideas. Haryani's (2003) and Mukti's (2012) research results suggested that watching English cartoon film could develop students' vocabulary. It is one of preferred activities that students choose besides learning, sleeping, playing and act. Realizing these, the researcher using watching English cartoon films to develop the eighth grade students' vocabulary of SMP BHAKTI Jakarta.

B. The Problems of the Research

Based on the problem of this study that has been explained in the background of the researcher above, the researcher formulates research questions as follows:

1. Does watching English cartoon films develop the students' vocabulary?

2. How does watching English cartoon films develop the students' vocabulary?

C. The Objectives of the Research

The objectives of this study are:

1. To know whether students' vocabulary develop by applying watching English cartoon films.
2. To investigate how watching English cartoon films develops the students' vocabulary.

D. The Scope of the Research

The constrains of budget and time cause the researcher limits some aspects such as time, place and the subjects of this research. The scope of this research is developing eighth grades' vocabulary through watching English cartoon films at SMP BHAKTI Jakarta and the participants were 23 students (15 males and 8 females). The data was collected through test, questionnaires, observation sheets, and researcher's diary notes.

E. The Significances of the Research

By using this study, there are some benefits to English teachers, the researcher and other researchers.

1. To English teachers:

After knowing the effectiveness of watching English cartoon films, in teaching vocabulary, English teachers can apply the appropriate technique to students and be able to overcome the difficulty encountered.

2. To the researcher:

To provide insight into researcher about develop students' vocabulary through watching English cartoon films.

3. To other researchers:

To be the source of information for other researchers in the same field.