

CHAPTER I

INTRODUCTION

A. Background of the Study

Language as means of communication is very useful and flexible. Language can serve the human needs in their communication in any situation. Language is really rich and beautiful. We can express almost everything such as thoughts, actions, ideas, emotions, etc. Language can also be used to transmit culture from generation to generation. By language we can know the culture from the primitive civilization to the modern one.

Coady and Huckin (1997:5) state that in recent years, second language vocabulary acquisition has become an increasingly interesting topic of discussion for researchers, teachers, curriculum designers, theorists, and others involved in second language learning.

Language and vocabulary development are necessary for good communication. The ability to communicate is important to all aspects of learning. Communication means both talking with others and understanding what others are saying. To be able to do both of these things, children need to know the meanings of words. Faucett (1933:7) states that for the first time, vocabulary was considered one of the most important aspects of the second language learning.

One of the elements in language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without mastering or understanding a number of vocabularies, because it is

fundamental in language learning. Thus, teaching vocabulary earlier is better than that of teaching it later. Moreover, the general objective of English teaching in elementary school is to prepare children to have competitive value in this global era and introduce English at early ages.

Vocabulary cannot be separated from other elements of English in teaching learning process in elementary school because vocabulary influences the ability of students in studying English. Without sufficient vocabulary, students will get difficulty in doing the examination

Vocabulary is one of three components of language. Together with grammar and phonology, it plays an important part in listening, speaking, reading and writing. For example, sometimes the student wants to say something but they do not know how to say it appropriately. Developing student's vocabulary is one of the most important tasks for English teachers. Because of them, vocabulary must be taught from elementary to give more times to learn English. According to Krashen (1981:9), it is undeniable that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in listening, speaking, reading, and writing exercises.

Related to the number of vocabulary items, which have to be mastered, it is indicated that there is a difference between those needed to production skill in foreign language especially in writing and those needed for recognition skill, particularly reading and listening.

Teaching vocabulary for elementary school needs an appropriate method. The students must know not only the words but also the spelling

and the meaning of the words. Based on the explanation above, the writer wants to conduct an action research on teaching vocabulary using cartoon film in an elementary school.

To reach a good development in teaching learning process, teachers should create various teaching techniques to increase the motivation of children. The variety of teaching techniques will help very young learners feel amusing in learning situation. One of the techniques to teach the children is using cartoon film.

Film may sometimes be used as the sole means for teaching some kinds of factual materials or performance skills. Learning from a film may be increased by providing a verbal introduction, stating the purpose of the film and the importance is showing and explaining how the content pertains to the study already under way or about to be undertaken. Also, learning can be increased by repeated showings of the film as well as pre-testing and post-testing.

Brown (1913) states that motion in films appears to improve types of learning that involve speed, action and reaction, directionality, changing, viewpoints, serial ordering, and progressive changes. Films having built-in viewer-participation activities and planned redundancy, or repetition, of key points appear to produce greater learning than those which do not. Teachers can improve learning from films by providing for participation or repetitive experiences related to film content.

Generally, the learners when they are learning vocabulary in the classroom often get bored with the teacher method. So the learners feel

difficulty in learning vocabulary. Therefore the writer tries to overcome the problem through cartoon film technique.

Based on the reason above, the researcher would like to conduct entitled **“Increasing Vocabulary Mastery Through Cartoon Film at the Fourth Grade Students of SD Negeri Sekip 1 Surakarta”**

B. Previous Study

In this case, the writer discusses three previous researches about teaching vocabulary at elementary school. They are conducted by Kunsusiyah (1997), Ernawati (1996) and Sugiarti (1995) they are as follows:

The first researcher is Kunsusiyah (1997) with the title of her research “Teaching Vocabulary Using Picture and No Picture at MTs Nurul Huda Kembang Ampel Boyolali”. The purpose of her study is to know the result of teaching vocabulary by using picture. The research design is experimental research. She gave a test to the students to know their vocabulary mastery. The scores were obtained from the test and then analyzed by using the statistical calculation of T-test. The result of her experiment shows that the students taught vocabulary by using picture have higher score than the students taught by using no picture.

The second researcher is Ernawati (1996) in her research paper “Teaching Vocabulary Using Pictures at the First Year of MTsN Wale Simo Boyolali”, in which she described the advantages of teaching vocabulary using picture. It can make the students enjoy in teaching learning process, relaxed, and they are not bored in teaching-learning process. Besides,

teaching vocabulary using pictures influences the meaningful learning because the students are interested in the material and they can understand the meaning directly.

The third researcher is Sugiarti (1995) who writes the research entitled: “The Role of Visual Aids on Vocabulary Enrichment of the First year Students of MTs Al-Ma’arif Gemong Pati 1994/1995”. The aims of her study are to know whether or not visual aids influence the students in learning the English language especially in vocabulary enrichment at the first year students of MTs Al-Ma’arif and to know the influence of visual aids on vocabulary enrichment. She uses purposive sampling to determine class that is used as experimental group and control group. She uses random sampling technique to determine the sample. In analyzing the data, she uses T-test to know the result of the study by comparing the result of experimental group and control group to find the role of visual aids to vocabulary enrichment of the first year students of MTs Al-Ma’arif. The result shows that the experimental group is better than the control group and the scores are statistically significant. It means that mastery vocabulary which was found from teaching vocabulary by using visual aids better than teaching without using visual aids.

This research is different from the above research. It is conducted to increase the vocabulary mastery of the fourth grade students of SD Negeri Sekip 1 by using cartoon film.

C. Research Problem

This research concerns with the following problems:

1. How is teaching vocabulary using cartoon film?
2. What is the result of teaching vocabulary by using cartoon film?

D. Limitation of the Study

There are many problems in language teaching and learning. Those problems have never been overcome completely although many attempts have been done to solve them. The writer is aware that it is impossible for him to cope with all of the problems of English teaching and learning because of the limited time and capability. Consequently, the writer would like to limit the study as follows:

1. The vocabulary are words used in topics Number, Colour, Wild animals, At home, My body, Happy houses, Animal friends, It's delicious, and Party time.
2. The population is limited to the fourth year students of SD Negeri Sekip1.
3. The study is only focused on teaching vocabulary using cartoon film.

E. Objective of the Study

The study is aimed to:

1. Describe the teaching vocabulary by using cartoon film in SD Negeri Sekip 1.

2. Describe the result of teaching vocabulary using cartoon film in SD Negeri Sekip 1.

F. Benefit of the Study

The writer hopes that the result of this research has some benefits:

1. To the teacher

By using cartoon film in teaching English, especially vocabulary, the teacher can determine the better choice technique for teaching vocabulary.

2. To the students

The result of this research will be useful for the students who get difficulty in memorizing the vocabulary.

G. Research Paper Organization

The study will be organized as follows:

Chapter I is introduction. It includes the background of the study, statement of the research problem, objectives of the study, benefits of the study, and research paper organization.

Chapter II is underlying theory which covers notion of vocabulary, the importance of vocabulary, teaching vocabulary, procedure of teaching vocabulary, cartoon film as media of instruction.

Chapter III is research methodology that consists of type of research, subject of the study, object of the study, procedure of classroom action research, teaching material and testing technique.

Chapter IV relates to the result of teaching implementation consisting of the teaching implementation and the result of the implementation of teaching vocabulary using cartoon film.

Chapter V is conclusion and suggestion.