

CHAPTER 1

INTRODUCTION

This chapter, the researcher would like to present : (1) background of the study to explain the reason of the study; (2) statement of the problem to present problem discussion; (3) objectives of the study to answer the problem statement; (4) scope of the study to limit th discussion; and (5) significance of the study to explain some contributions theoretically and practically for the students, the teachers, other researchers, the school, and the researcher.

1.1 Background of the Study

English is an international language which needs to be taught for the purpose of the integration with and advancement in science, technology, art, culture and international relationship. English is used by many people all over the world to communicate either in spoken and written interaction. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Seeing that English is an international language, our government has stipulated that English becomes the first foreign language in Indonesia, so English has been given more special attention.

Skills in English consist of listening, speaking, reading and writing and the elements of language include vocabulary and structures. The learners are expected to have the language competences. Vocabulary is a component of language that maintains all of information about meaning and using words in language. Coady and Huckin (1998: 5) state that vocabulary is the central to language and of critical importance to the typical language learner. Meanwhile, Anuthama (2012: 10) states that vocabulary learning is more than the study of individual words.

Thornbury (2003: 1) states that vocabulary used to be present vocabulary in texts. For vocabulary building purposes, texts - whether spoken or written - have enormous advantages over learning words from lists. In general, teaching vocabulary is not an easy task. There are many difficulties in teaching vocabulary, especially in elementary school students as the beginners. Nakata (2006: 19) states that research on vocabulary acquisition demonstrates that systematic rehearsal is essential for effective vocabulary learning.

The teaching of English in beginner level is extremely important because it is still the basis for the higher level. Scott and Ytreberg (2000: 1) state that characteristic of young children which you should be aware of and take into account in teaching, the only one which can see how far up the ladder. Harmer (2007: 82) define that especially for young children up to the ages of nine or ten, learn differently from older children, adolescents and adults in following ways; (1) they respond to meaning even if they do not understand individual words; (2) they often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught; (3) their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with; (4) they find abstract concepts such as grammar rules difficult to grasp; (5) they generally display an enthusiasm for learning and a curiosity about the world around them; (6) they have a need for individual attention and approval from the teacher; (7) they are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom; (8) they have a limited attention span, unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Habit of watching cartoon video is believed to be able to enrich students' vocabulary and it can be used as one of the way to increase students' interest in reading by using audiovisual. Ariza and Hancock (2003: 2) state “teachers can make language input comprehensible through a variety of strategies, such as linguistics simplification, and the use of realia, visuals, pictures, graphic organizers, and other current ESOL strategies”. Cartoon video are considered as audiovisual media that have a special position in the people's heart since watching cartoon video differs from viewing paintings, stage performances, or even slide shows.

According to Wittich and Schuller (1962: 135), “Cartoon is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion”. In addition, Poulson in analysis of Cartoon (2013) says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. Cartoon video provide colorful and interesting pictures that can attract students' attention. It provides so

many things that can entertain the students, like: the characteristic, the plot, the colorful objects, the theme, the music, and the story. Besides entertaining, cartoon video can also be used to teach students to study since children are more likely to imitate what they see. Cartoon video combine audio and visual materials. The students can see the real objects and hear the correct English pronunciation. Moreover, with the combination of word and pictures, cartoon video can attract students attention and interest. Based on statements above, the conclusion can be drawn that English teachers may use cartoon video as the appropriate media in teaching vocabulary. It is because the use of cartoon video has a lot of advantages. In this study, the researcher is interested in conducting the research entitled "*The implementation of Cartoon video in Teaching Vocabulary (A Descriptive Study at the Fifth Grade of SD Unggulan Terpadu Bumi Kartini Jepara in the Acadmic Year of 2018/2019)*".

1.2 Statement of the Problem

In this research, there are problem statements which become main discussion:

- a. What are the students' difficulties in learning vocabularies in SD Unggulan Terpadu Bumi Kartini Jepara ?
- b. How is cartoon video implemented in teaching vocabularies skill on the fifth grade of SD Unggulan Terpadu Bumi Kartini ?

1.3 Objectives of the Study

Based on the problem statements above, the objectives of study can be elaborated like the following:

- a. To find the students' difficulties to learn vocabularies in SD Unggulan Terpadu Bumi Kartini Jepara .
- b. To know the implementation of cartoon video in teaching vocabularies skill on the fifth grade of SD Unggulan Terpadu Bumi Kartini

1.4 Scope of the Study

The researcher has some reasons in conducting the research entitled “*The implementation of Cartoon video in Teaching Vocabulary*” are:

- a. Videos can be used presenting and manipulating language, and for involving students in activities of all kinds.
- b. Some of school still uses traditional ways in teaching, and students feel bored. So, the researcher uses cartoon videos as the media in teaching learning process.
- c. Students in SD Unggulan Terpadu Elementary School will easily remind some vocabularies from cartoon videos.

1.5 Significance of the study

The result of the study is expected to bring some significances and contributions in teaching and learning English as follows:

- a. For the students
It is beneficial for the students to find meaningful strategy to overcome their problem. The students will get an enjoyable situation and will be highly motivated by various strategies and techniques applied in the classroom.
- b. For the teachers
By understanding the result of this study, it is hoped enrich the teacher’s knowledge on the use of various techniques or strategies in teaching vocabulary. It encourages the teachers to develop their creativity to improve teaching learning process. So the class will not run in boring atmosphere and will motivate the students to learn and give comfortable feeling during the class activities.
- c. For other researchers
The result of the study help them in conducting research process, the data offer the literature for the researcher. It is hoped that the data can open their mind in completing vocabulary field research.
- d. For the school
The result of the study will be beneficial for school in increasing students’ achievement and giving beneficial contribution for the improvement of the quality of the educational in the school.

e. For the researcher

The result of the study can be a reflection in his teaching experience. He also can identify whether or not the students enjoy and improve themselves in learning English and also identify the weakness. Therefore, through this research the researcher can improve his teaching experience both technique and practically to be teacher in the future.

