CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is a very important type of word to use when learning a language. Especially when learning a foreign language, the basic vocabulary that we have in that language is one of the most important things to develop because it will make it easier for us to learn in a foreign language. Learning vocabulary is an important part of learning a foreign language as the meaning of new words emphasized very often, whether in books or the classroom.[1] Vocabulary is the first thing students must learn first. basic that must be learned first by the learner because this will help the students in learning the English language well.

Yusran Pora said Vocabulary mastery is a necessity for someone who wants to understand reading, conversation, or writing in English. Without enough vocabulary, we can't be able to achieve these goals[2] because vocabulary is the first thing that we need to learn a language. Vocabulary is a stock of words that are at the disposal of the speaker or writer.[3]

One of the elements which students need in learning a second language is vocabulary. It has always been an essential element of the

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[1] MOFAREH ALQAHTANI, "THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT," *International Journal of Teaching and Education* III (2015): 3.

[2] Yusran Pora, *Enrich Our Vocabulary Readings and Idioms* (Yogyakarta: Pustaka Pelajar Offset, 2011),vii.

[3] Harmand and Stork, 1976, 250.

foundation of language. This has partly been due to a period of sustained attention and research which picked up momentum in the early 1990s.[4] According to Tarigan points out the importance of vocabulary in language learning he states that language skills mostly depend on the mastery of vocabulary.[5] Therefore, the more vocabulary that people got there will be a bigger possibility that people can use the language skillfully.

In short, by a rich vocabulary, it gives the right words to be used at the right time by the learners and also enables them to express their real thoughts, ideas, and feelings.

According to a large Indonesian dictionary, the film can be interpreted in two senses. First, the film is a thin membrane made of celluloid to place a negative image (which will be made in portraits) or for a place of positive image (which will play in theaters) the second, the film is interpreted as a live image as an industry, a movie is something that is part of the economic production of a community and it must be viewed in its humbug with other products.[6] The voice of the screen is the voice of common humanity trying to put into living its thoughts and emotions its ideals and its dreams.[7]

Film animation is an image that is turned so that it looks like life. The animation is a two-dimensional image that seems to move because of the brain's ability to always save/recall the previous picture.[8]

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[4] Iman Alizadeh, *Vocabulary* (Lahijan Iran, 2016), 24.

[5] Yuni Luthfita Dani, "The Effectiveness of Eat Bulaga Game in Teaching Vocabulary," 2015.

[6] *Universitas Muhammadiyah Malang*, n.d., 6.

[7] Frank Manchel, "Film Study An Analytical Bibliograpy," *London: Associate University Presses* 1 (1990): 32.

[8] *Stikom Surabaya*, n.d., 5.

To mastery a lot of vocabulary need method and media that suitable. Many media are used to learn English and improve their English skills that can make students interested in enjoying learning, for example, animated videos, English films, and audiovisuals. The animation is a medium that is easy to apply using a computer and an easy way to learn foreign languages. By using animated videos as a medium in learning English to help students learn faster and easier. Many students are interested in animated videos, they will be happy and interested in learning English using animated videos.

In a junior high school, students of ninth grade in SMPN 1 Camplong were studying Basic English. They are not interested in learning English vocabulary, even just learning English vocabulary around them. Such as the name of animals, fruits, vegetables, spelling, pronunciation, professions, colors, etc. due to several factors among them, it is difficult to memorize vocabulary, it is not an everyday language, rarely studied, difficult to pronounce, etc. This makes it difficult for students to learn English so that they are less able to understand the simple English used in English practice, and difficult to practice.

A previous study on Animation Video to Improve Students' Vocabulary Mastery English Education Study Program 11 Maret University Surakarta by Ika Devi. This research aims to identify whether suitable or not and to watch extent animation videos can improve students' vocabulary mastery. In this research, the researcher used the quantitative method. The implementation of animation Elementary School learns vocabulary better

video improved the students' vocabulary and made the students motivated and mastery. It could see from the value of students' achievement when using animation video it better than before. Classroom Action Research conducted at the sixth-grade students of MIN Nglungge, Polanharjo.[9]

The second one of the previous studies were conducted by Aisyarani This research was about The Vocabulary Mastery of The Eleventh Grade Students of MA Nadlatul Muslimin in The Academic Year 2013/2014 Taught by Using Animation Video. Previous research used quantitative methods, 6 classes were totaling 246 students. This research uses cluster random sampling and using the lottery to take samples. After doing the research the results are better when using animation as learning.[10]

Based on the facts above, researchers in the use of learning media are expected to provide alternatives in providing vocabulary learning media. Motivate students to learn English and can make them interested in learning vocabulary. Based on the information and phenomena above, researchers are interested in conducting a research entitled **"Animation Video to Improve Students' Vocabulary Mastery in Junior High School at 9ᵗʰ Grade at 1 Camplong Sampang"**

B. **Problem of Study**

According to Ary, Jacob, Rozavich said in Adnan Latief's book the research problem is some questions to be answered in the research project. From the definition, the researcher interprets that the research problem is

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[9] Ika Dewi, "Animation Video to Improve Students' Vocabulary Mastery," *University Surakarta*, 2012.

[10] Aisyarani, "The Vocabulary Mastery of The Eleventh Grade Students of MA Nadlatul Muslimin in The Academic Year 2013/2014 Taught by Using Animation Video," 2014 2013.

some questions that have to be made by the researcher about subjects that will research that related to the study.[11] In this research, the research problem as follows:

1. Will ninth graders have better vocabulary mastery after the implementation of animation video in junior high school in 9th grade at 1 camplong sampang?

2. How significant does animation video influence student vocabulary mastery in junior high school in 9th grade at 1 camplong sampang?

C. Objective of Study

The objective of the study or research objectives are the statements that are used to specifies goals that the investigator plans to reach in the study.[12] The objective of this research based on the research above is :

1. To know whether the students have better Vocabulary Mastery after the implementation of Animation Video in Ninth grades at Junior High School 1 Camplong Sampang.

2. To measure the significance of animation video influence of students' vocabulary mastery in Junior High School at 9th Grade at 1 Camplong Sampang.

D. Assumption of Study

The assumption is postulates or a basic belief about the research problem which is the truth received by the researcher.[13] The function of the

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[11] Muhammaad Adnan latief, *Research Method on Language Learning* (Malang: UM Press, 2012), 15.
[12] John Cresswell, *Education Research* (baston: Pearson Education, 2012), 111.
[13] Pedoman Karya Tulis Ilmiah Edisi Revisi, Sekolah Tinggi Agama Islam Negri Pamekasan (Pamekasan: STAIN PMK Press, 2015), 10.

assumption of the study is as a foundation for thinking in carrying out the research, to make the hypothesis, and to emphasize the variables.

In this research the assumption of the study is using animation videos can be an effective way to make students more understand in learning vocabulary mastery. Because the researcher believes the students who have mastery in vocabulary can share their knowledge when studies to using animation videos apply in teaching vocabulary.

E. Hypothesis

The hypothesis is provosianal asumtion in quantitative research where the researcher makes a prediction or guesses about the results of the relationship between attributes or characteristics that will be verified with the data collected by the researcher.[14] There is two types of hypothesis: The Null Hypothesis (Ho) and the Alternative Hypothesis (Ha).

Null hypothesis (Ho) is a statement that states there is no difference, no relationship, and no change in the general population. An alternative to the null hypothesis (Ha) which shows a relationship, a change, and a difference. This hypothesis may be true if the null hypothesis is rejected.

1. Null Hypothesis: Ninth graders will not have better Vocabulary Mastery after the implementation of Animation Video at Junior High School 1 Camplong Sampang.

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[14] John Cresswell, *Education Research* (baston: Pearson Education, 2012), 111.

2. Alternative Hypothesis: Ninth graders will have better Vocabulary Mastery after the implementation of Animation Video Junior High School 1 Camplong Sampang.

The hypothesis of this research is Ha (Alternative Hypothesis): Ninth graders will have better Vocabulary Mastery after the implementation of Animation Video Junior High School 1 Camplong Sampang.

F. Significance of Study

The significance of the study explains the benefit of the research theoretically and practically.[15]

a. Theoretical Significance

The researcher hopes with this research we can increase our knowledge, especially in our understanding to improve English movies given to the young learner to increase student vocabulary mastery.

b. Practical Significance

1. For English Teachers

   a. The teachers hope this written can give information to improve reader knowledge about the animation video in increasing student vocabulary mastery at Junior High School 1 Camplong Sampang.

   b. The teachers also can improve their teaching strategies when they will teach vocabulary subjects.

2. For Student

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[15] Pedoman Karya Tulis Ilmiah Edisi Revisi, Sekolah Tinggi Agama Islam Negri Pamekasan (Pamekasan: STAIN PMK Press, 2015), 23.

  a. The students can learn interestingly. And quickly know what the meaning of the words are spoken.

 3. For Researcher

  a. The researcher can practice and develop the researcher's knowledge of a theoretical in university.

  b. The researcher can get more understanding of vocabulary.

  c. The researcher can use this result of the study when the researcher wants to research or teach this topic in another place.

G. Scope and Limitation of Study

  The scope is the various thing that is the subject in the organization. Limitations are potential problems or weaknesses with the study identified by the researcher.[16]

  The scope of this study will be focused on Animation Video in teaching Vocabulary while the limitation of this study is the student's 9th grade of Junior High School at 1 Camplong Sampang.

H. Definition of Key Term

  The definition of key terms explains some terms that use by the researcher to avoid ambiguous meaning. It explains some terms related to the main concepts of research focus.[17]

 1. Animation Video: One of the media for learning more interesting.

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[16] Creswell, *Educational Research*, 199.
[17] Pedoman Karya Ilmiah (Edisi penyempurnanan), (Pamekasan: STAIN Pamekasan press, 2011), .12.

2. Vocabulary Mastery: The most basic things that must be controlled by a person in learning English are a foreign language for all students and the people of Indonesia.