CHAPTER I

INTRODUCTION

This chapter present about Research Context, Research Problems, Research Objective, Significance of The Study, The Definition of Key Term, Previous Study

A. Research Context

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 one of the language elements that must be mastered by students. Vocabulary too is the most important language element besides grammar and pronunciation. The students need mastering vocabulary to improve their skills in learning English. But, Teaching vocabulary to students is not easy. Teachers need techniques and methods appropriate to help students master vocabulary naturally. How is vocabulary should be taught poses problems for teachers and researchers. In this case, we suggest using implicit vocabulary teaching. Vocabulary teaching implicitly brings more benefits than explicitly. Therefore, we provide suggestions for

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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): hlm 3.

teaching vocabulary implicitly that will facilitate students teachers to help students in mastering vocabulary. Instructions in strategy learning vocabulary can be effective in teaching and learning process.[2]

One of the elements which students need in learning a second language is vocabulary. It has always been an essential element of the foundation of language. This has partly been due to a period of sustained attention and research which picked up momentum in the early 1990s.[3]

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.[4]

Animated films are one of the learning media that can be used to bridge learning to make it more interesting and provide a new environment for students. The importance of media being present in learning is an alternative to bring up new stimuli, activities, skills for students and find out the real form of learning applications.

The results of this study indicate the use of animated films can be used as an integrated thematic learning media for elementary school

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[2] Sakhi Herwiana, Sheila Agustina, *Benefits And Suggestion of Implicit Vocabulary Teaching*, science journal, 2017.
[3] Iman Alizadeh, *Vocabulary* (Lahijan Iran, 2016), hlm 24.
[4] Universitas Muhammadiyah Malang, n.d., 6.

students. Second, integrated thematic learning can be applied with animated films in which it tells about the learning themes that students learn. Third, students' literacy skills can be increased through the use of animated films with multilingualism as a means of introducing language to elementary school students.[5]

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.[6]

According to Tarigan points out the importance of vocabulary in language learning he states that language skills mostly depend on the mastery of vocabulary.[7]

At Madrasah Tsanawiyah, eighth graders at Mts Tampojung Tengah 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.

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[5] Rohmanfathor, *Animation Film as Interated Learning Media to Stimulate MULTI-Language Literacy in Elementary School Students,* Educational Scientific Journal, 2014.
[6] Stikom Surabaya, n.d., 5.
[7] Yuni Luthfita Dani, *The Effectiveness of Eat Bulaga Game in Teaching Vocabulary*, 2015.

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.

Prior Research on Animated Videos to Improve Students' Vocabulary Skills Learning Programs in English Classes 11 Ika Devi, Maret University, Surakarta. The purpose of this study is to determine if animated videos are appropriate and to see how well animated videos can improve students' vocabulary. In this study, researchers used quantitative methods. The implementation of the Animation Elementary School Learning Vocabulary Improvement Video improved the vocabulary of the students and increased their motivation and proficiency. Animated videos have made it easier than ever to recognize the value of student performance. MIN Nglungge, a classroom action research conducted[8]

Hotel Transylvania Movie four is an animated film depicting the conflict between humans and monsters, in which the protagonist Dracula as a monster has a bad memory of isolating and creating all the monsters before humans intervene. In this study, researchers are using the film to

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[8] Dewi Ikha, *Animation Video to Improve Students' Vocabulary Mastery*, University Surakarta, 2012.

help Mts Tampojung Tengah learn and improve her grade VIII vocabulary faster and easier. This animated movie is interesting because it can make students happier, more interested in learning English and improve their vocabulary. This study aims to deconstruct how other concepts appear in scripts. This study uses a descriptive method. Analyzing the data, the researchers use Jacques Derrida's deconstruction theory to reveal the concept of otherness, which is the main purpose of this study. Additionally, this research focuses on characters who bring the concept of difference through dialogue. As a result of this study, researchers discovered that humans and monsters project identities based on their respective perspectives. The implication of this research is to make the reader understand how close the concept of the Other is to our everyday lives, without even realizing it was common.[9]

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 **"The Use Of Transylvania Hotel Season Four Animation Videos on Vocabulary Mastery of Class VIII Madrasah Tsanawiyah Students Tampojung Tengah."**

B. **Research Problems**

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[9] Nasrum, *Otherness Represented in Todd Durham's Hotel Transylvania,* 2021.

According to Ary Jacob rozavich in Adnan Latief's book, research problems are several questions that must be answered in a research project. From the perfectife, the researcher interprets that the research problem is a number of questions that must be asked by the researcher about the research subject to be studied related to research. In this study.[10] the research problems are as follows:

1. How is the use of the transylvanian hotel season four animation video for vocabulary mastery of class VIII at Madrasah Tsanawiyah Tampojung Tengah?

2. What are the advantages of watching transylvania hotel season four animation video on vocabulary mastery for class VIII students at Madrasah Tsanawiyah Tampojung Tengah?

C. Research Objective

The objectives of the study or research objectives are the statements that are used to specify goals that the investigator plans to reach

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[10] Muhammaad Adnan latief, *Research Method on Language Learning*, Malang: UM Press, 2012, hlm 15.

in the study.[11] The objective of this research based on the research above is

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1. To describe the use of the Transylvanian hotel season four animation video for vocabulary mastery of class VIII at Madrasah Tsanawiyah Tampojung Tengah.

2. To explain the advantages of watching Transylvania hotel season four animation video on vocabulary mastery for class VIII students at Madrasah Tsanawiyah Tampojung Tengah.

D. Significance of Study

The significance of this research explains the benefits or importance of research both scientifically and socially, theoretically and practically.[12]

a. Theoretical Significance

The researcher hopes that this research can add references to the IAIN Madura library and increase our knowledge, especially in improving English animation films with the title Hotel Transylvania season four which are given to eighth grade students of Madrasah Tampojung Tengah to improve students' vocabulary mastery.

b. Practical Significance

1. For English Teachers

This research can be a useful reference For the teachers to:

a. Create an affective learning process in the classroom, so that students have the motivation to learn.

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[11] Cresswell John, *Education Research*, baston: Pearson Education, 2012, hlm 111.

[12] Tantan Heryadi, Tantri Fitriani dan Zainal Mutaqin, *Implementasi Pendidikan Berasrama* (*Boarding School*) *Di MTs Al-Falah Tanjong Jaya,* Word Journal.

b. Give clear and simple short insructions in learning by using animated videos.

c. Use animated video media as an alternative media for teachers in delivering material that is in accordance with learning methods so that delivery is easier to understand.

2. For Student

a. This research can make students pay attention to the activities and explanations of the teacher in class.

b. This research can also make students not be shy about asking the teacher when something is not understood about the subject matter.

c. This reseach can make students became more concentrated and understand in watching animated videos, and make animated videos as motivation in learning.

3. For researcher

a. Researcher can compare or collaborate learning media using animated videos with other learning medoia.

b. Animated video media can be used as inspiration for other subject.

E. Definition of Key Term

The definition of key terms explains some of the terms used by researchers to avoid ambiguous meaning, misunderstanding, or

misinterpretation, it is necessary to clarify terms related to the main concept of the research focus.[13]

1. **Transylvania Hotel Season Four** : is an American 3D computer-animated film produced by Sony Pictures, and directed by Derek Drymon and Jennifer Kluska. Cast: Adam Sandler; Andy Samberg; Selena Gomez; Kevin James; Fran Dresch. The Hotel Transylvania film tells the story of Dracula or vampires.

2. **Animated Video**: One of the most interesting learning media and is a media that combines audio and social media.

3. **Vocabulary Mastery**: To be the basis for communication that is known and must be mastered by someone in learning English is a foreign language for all students or students and all Indonesian citizens so that it can give meaning when using that language.

F. Previous of Study

A previous research study is important for researchers and readers. The first was carried out by Ika Dewi et al with the title "Animated Video To Improve Students' Vocabulary Mastery". Previous research used several techniques and several instruments to obtain qualitative and quantitative data. This study focuses on knowing students' beliefs about English, and understanding students' abilities in learning English. The results of this study indicate that students majoring in English demonstrate mastery of vocabulary that is easy to learn. So, in this study, the results show that students can learn to master more vocabulary.

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[13] Pedoman Karya Ilmiah, *Edisi penyempurnanan*, Pamekasan: STAIN Pamekasan press, 2011, hlm 12.

The second was done by Adinan Duerahae with the title "Improving Students' Vocabulary Mastery Using Animated Video Class V Mi Darussalam Wonodadi, Blitar". This study uses a qualitative and quantitative approach. This action research is also to solve students' problems in improving their vocabulary mastery by using cartoons and to develop teachers' creativity in teaching vocabulary. This research is also expected to influence positive changes in social and educational situations in the eighth grade. The results of this study indicate that cartoon films can make students improve their vocabulary and develop teacher creativity in teaching vocabulary.[14]

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[14] Adinan Duerahae et al Under The Title, *Improving Student's Vocabulary Mastery Using Animation Video For The Fifth Grades Of Mi Darussalam Wonodadi, Blitar*, n.d, 23.