CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of eight sub-chapters. They are (a) Background of the Research, (b) Research Problem, (c) Objectives of the Research, (d) Research Hypothesis (e) Significance of the Research, (f) Scope of the Research, (g) Definition of Key Terms.

A. Background of the Research

People as social human have to have interaction with others. The interaction can be in the form of communication. According to Lunenburg (2010:1) said that "Communication is the process of transmitting information and common understanding from one person to another". In communication need a certain tool that is language. Language is important, because it can make communication run well. Based on Amberg and Vause they said that "Language is foremost a means of communication, and communication almost always takes place within some sort of social context". So, without language people can't have communication with others in their social life.

Many languages in the world and become the national language for the country. Morover, there is a certain language that become international language. For the example is English. There are some countries that use English as second language, for example Singapore and Malaysia. Then, the countries which is not use English as second language try to study English and include it into Education subject as a foreign language. One of the

country is Indonesia. Indonesia choose English to be taught in Education system from the level kindergarten until high school level. So it can be conclude that students can mastering English well. Unfortunately it is not the reality. Many students hard in mastering English. May be it is caused by some factors such as inappropiate teaching strategy, uninteresting teaching media and less of motivation.

Four skills such as reading, listening, writing and speaking must be mastered by the students. Besides, students have to know the elements of language such as vocabulary, grammar, and pronunciation. Those elements are important in teaching English.

Mastering English means that people have to mastering vocabulary. Vocabulary is important because people or even english language learners can speak and have conversation using some vocabulary that arrange using English structure. As Husnifa (2017: 2) said "Vocabulary is the most fundamental thing that should be controlled by a person in learning English as a foreign language for all students and the people in Indonesia". Mastering can be defined that students, especially non native students should have a lot of vocabulary which is useful for long term. In line with Nation (2001: 9), states that "Studies of native speakers' vocabulary seem to suggest that second language learners need to know very large numbers of word". From the statement before, it be conclude that having a lot of vocabulary is a must.

Students should mastering vocabulary because it can support four skills of English. According to Nation (2001: 362), "Vocabulary learning is not a goal

in itself; it is done to help learners listen, speak, read or write more effectively". If students can not mastering vocabulary well, they can not reach better achievement in four skills of English. In addition, Awad (2013: 4) says "Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills".

In classroom setting many students find the difficulty to get more vocabulary or master new vocabulary which is given by the teacher. It's normally happen because the students are not native language of English. It's hard for students to learn it. So, this is the teacher's responsibility to make students can learn easily and mastering new vocabulary they never heard before. In teaching and learning vocabulary, teacher should have innovative way in order to make success of teaching and learning. Besides, creativity is important to make students interest in the classroom.

Indonesian education system do not give special time to teach English vocabulary. It's just being unity with English subject. So, when students learn Engilsh automatically the learn vocabulary. It is very unfortunate, because students need direct instruction in vocabulary. It should need certain strategies for figuring out and remembering new words. As Haynes and Zacarian (2010: 19) said "Teachers must explicitly teach and display vocabulary in class, as well as identify key terms, words, idioms, and phrases that are needed to learn and engage with subject matter". It is clearly that teacher should teach vocabulary directly to students, not being unity when teaching English material.

Based on reseacher's observation, the way teacher teaches vocabulary when reading a material on the book, then teacher will ask students what is the meaning of the difficult word. If students do not know, teacher let the students to check the word in the dictionary. Unfortunately, many students do not bring a dictionary. Moreover, many students look uninterest to open dictionary.

Teaching strategy or media is needed in teaching vocabulary. So teacher should have an appropiate strategy or media to make it easier and fun for students to learn English vocabulary. According to Husnifa (2017: 4), "Media is anything that can be used to deliver a message from the sender to the receiver". Media can support teaching and learning acitivity become more interesting. Gagne (1970) in Ruis et al (2009: 2) defines that "Media are various components in learners' environment which support the learners learn. It means that classroom setting also influence the success of learning activity". Moreover, Solikah (2017: 2) state, "Media as teaching aids are needed to help students understanding and increasing the effectiveness in the communication between teacher and students in teaching and learning process". Media is important in teaching activity to motivate students and to make communication between students and teacher run well.

There are some media that can be used in teaching vocabulary. One of them is Stop Motion Animation. Stop Motion Animation is a video made by a sequence of photos or picture which is played in certain speed to produce an animation, (Imama and Munfangati (2015: 341). Animation is able to offer a

more pleasent learning media. In addition, Herr et al (2016) as citied in Tobalina (2016: 70) states that Stop Motion Animation is a technique which makes objects seem to move by themselves. It is interesting media which is can increase students' concentration. By using that media, teaching and learning acitivity will become more interesting.

There are some previous studies that has already discussed about Stop Motion. First, Tobalina (2016) with the title "The Impact of Stop Motion on EFL Learner's Retention and Recall of English Idiomatic Expression". The result is that, Stop Motion Animation is efficient to improve students' retention and recall of the English idioms. Second, Imama and Mumfangati (2015) with the title "Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary 4th Grade SD Muhammadiyah Purwodiningratang 2 in the Academic Year 2015/2016". The result of that study is Stop Motion is effective to use in teaching vocabulary. By using this media, the post test result of experiment class was giving improvement rather than on the control class.

Based on the explanation above and the previous study, the researcher intended to conduct a study about Stop Motion Animation. The researcher conduct an Quasi-experimental study to know whether Stop Motion Animation is effective or not as media used in teaching vocabulary under the tittle "THE EFFECTIVENESS OF USING STOP MOTION ANIMATION ON STUDENTS' VOCABULARY MASTERY OF SEVENTH GRADE AT MTsN 5 TULUNGAGUNG".

B. Formulation of the Research Problem

Based on the background preceded, the researcher formulates the research problem as follows: Is Stop Motion Animation effective for teaching vocabulary of seventh grade at MTsN 5 Tulungagung?

C. Objective of the Research

Based on the formulation of research problem, this study aims "To find out the effectiveness of using Stop Motion Animation in improving students' vocabulary mastery of seventh grade at MTsN 5 Tulungagung".

D. Research Hypotheses

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis (Ho): There is no significant difference score on students' vocabulary mastery taught by using Stop Motion Animation and those taught by using Conventional Method.

2. Alternative hypothesis (Ha): There is significant difference score on students' vocabulary mastery taught by using Stop Motion Animation and those taught by using Conventional Method.

E. Significance of the Research

The researcher hopes that the results of this study are useful for:

1. The School

This media can help English teaching and learning, especially improving students' vocabulary mastery by using Stop Motion Animation in English subejct for first grade of MTsN 5 Tulungagung.

2. **The English Teacher**

By using this media the English teachers can easily teach. Moreover, it can become reference for the English teacher to use this media in teaching English, especially teaching vocabulary by using Stop Motion Animation in seventh grade of MTsN 5 Tulungagung. Through this media, students will become more interesting in learning English, especially in enrich their vocabulary.

3. **The other researcher**

This study can be used as a reference for developing teaching method which is effective, efficient and fun in learning process to improve student's vocabulary mastery. Moreover, this study is expected to give consideration and reference to conduct further research.

F. **Scope and limitation of the Research**

The scope this study conduct at MTsN 5 Tulungagung, focused on the result of teaching and learning vocabulary using Stop Motion Animation. The limitation in this research is focused to find out students' vocabulary mastery of seventh grade after taught by using Stop Motion Animation. This is alternative way to teach English vocabulary especially verb, noun and adjective.

G. **Definition of Key Terms**

1. Stop Motion Animation

Stop motion video is a video made by a sequence of photos or picture which is played in certain speed to produce an animation (Imama

and Munfangati 2015: 341). To achieve such an effect, while objects are slowly moved, several photographs are taken. Then, these photographs are assembled into a movie to create the illusion of motion

2. Vocabulary Mastery

Vocabulary can be define as collection of words in language with its meaning. It is one of the important element of English Language Teaching that should students' master first before mastering other skills of English. Vocabulary mastery is great skill in processing words taken from the text and curriculum of the seventh grade of Junior High School. In this study, students' vocabulary mastery focus on verb, noun adjective. It is measured by using vocabulary test developed by the researcher.