

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study, research problem, the purpose of study, significance of the study, scope and limitation, research hypothesis, definition of key terms and organization of the thesis.

1.1 Background of Study

Vocabulary is a fundamental component in the language learning. Without sufficient knowledge of vocabulary, it is difficult to master the language. The acquisition of vocabulary is an essential process in the language learning. It is needed to be mastered before learn the four skills of language such as listening, speaking, reading and writing. Vocabulary is the basic foundation of the four skills of language, since it is impossible to use the language without knowing the vocabulary at all. Aisyarani (2014) states that without knowing the vocabulary, someone can not understands the meaning of words in communication. Then, Alqahtani (2015) explains that the mastery of vocabulary is the important asset that influences a good communication on the foreign language. Moreover, Artanti (2015) says that it is hard for someone to show their thoughts (orally/written) without the knowledge of vocabulary. Furthermore, Aridha (2018) asserts that it is complicated to learn English without having sufficient vocabulary.

There are some problems in the vocabulary acquisition during the language learning. Some of the students are poor in vocabulary mastery. They still

get difficulty on grasping the meaning of words in context. Since, the vocabulary is not only limited to the meaning, but it has contextual meaning. Furthermore, they are less motivated on the lesson. They are less interested in conventional learning methods and media provided by the English teacher. They often feel bored, so they can not focus on the materials that are given by the English teacher. Hidayat (2017) mentions that the students' often get difficulty to memorize, to use, and increase their knowledge of vocabulary. Moreover, Aridha (2018) in her research finds that her research subjects get difficulty to state their ideas because the lack of vocabulary and they also have lack of attracted into the English lesson.

The use of interesting teaching media can be one of the solutions for the problem above. This study proposes the use of animation video as the media of vocabulary teaching. The animation video can help the teacher to convey the material clearer. It also abridges the students to understand the lesson. Moreover, it also makes the learning activity become more interesting and enjoyable, hence it can improve the students' motivation. Artanti (2015) states that the use of animation video can help the students to acquire the vocabulary more interesting and easy, since it displays audio-visually. Then, Munir (2016) insists that the use of media can help the teacher to convey the material. Next, Mubarok (2017) explains that the animation video can help both of the teacher and the students in the vocabulary teaching and learning process become more enjoyable and easier. Furthermore, Aridha (2018) conveys that the animation video has significant effect to improve the students' vocabulary mastery.

Despite of the teaching media is crucial, but it can not stand-alone. The use of teaching media is also influenced by the teaching method. Teaching media are always related to the teaching methods, because they are complement to each other. The existence of teaching media is not complete without the appropriate of teaching method, and vice versa. Teaching media must be applied by using the appropriate method to get the good result. Arsyad (2014) states that the use of the teaching media is influenced by the choosen of teaching method. Then, Artanti (2015) asserts that the English teacher has to be able to organize teaching and learning activities such as they have to give materials by using a suitable technique and master the lesson effectively. Meanwhile, Munir (2016) states that good teaching is influenced by the creativity of the teacher to use the good and precise teaching method. Moreover, Mubarok et.al., (2017) add that to make the students be more motivated and enjoy the lesson, a teacher must convey the materials creatively.

There are some previous studies about the effectiveness of using animation video toward the students' vocabulary mastery. The first study was from Aisyarani (2014) entitled "The Vocabulary Mastery of the Eleventh Grade Students of MA Nahdlatul Muslimin in the Academic Year 2013/2014 Taught by Using Animation Video". The second study was from Artanti (2015) entitled "Improving Students' Vocabulary Mastery Using Animation Video. The third study was from Mubarok et.al. (2017) entitled "The Effect of Using Animation Video on the Eighth Grade Students' Vocabulary Achievement at SMPN 5 Jember. The fourth study was from Aridha (2018) entitled "The Use of Animation

Video in Improving Vocabulary of the Second Grade Students of SMP Negeri 6 Watampone. From all of the studies above, it were found that the use of animation video has significant effect toward the students' vocabulary mastery. However, there were no experimental study that found the significant effect of animation video toward the students' motivation. So, this current study is conducted to find the effectiveness of using animation video toward the students' vocabulary mastery and also their motivation toward the vocabulary learning.

Based on the explanation above, this study is conducted to know the effectiveness of using animation video toward students' motivation and vocabulary mastery. Then, the researcher is interested in conducting the study entitled **The Effectiveness of Using Animation Video on Students' Motivation and Vocabulary Mastery.**

1.2 Research Problem

Based on the background of study above, the researcher formulates the research problems:

1. Is there any difference on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video?
2. Is there any significant difference on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video?

1.3 Purpose of Study

In accordance with the research problems, the main purposes of this study are:

1. to know the difference on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video.
2. to know the significant difference on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video.

1.4 Significance of Study

The results of the study are expected to be beneficial for; first, the researcher, he wants to know about the effectiveness of using animation video toward students' motivation and vocabulary mastery. Then, the findings can enrich his knowledge and experience about teaching vocabulary. Second, the English teacher, the researcher expects that this study can be regarded as a suggestion in providing an alternative learning style in teaching vocabulary. Third, the students, the researcher hopes that the results of this learning study can give significant effect on the students' motivation and vocabulary mastery, and also make the students reach the purpose of learning in their level, which use English in their daily communication in order to interact with their surrounding. Fourth, the readers, the researcher hopes that this research can be the information about vocabulary and the way how to teach vocabulary. Fifth, the next researcher,

the researcher hopes that this research is useful, and it facilitates them to be a reference in conducting further studies about vocabulary.

1.5 Scope and Limitation

The scope and limitation of this study is used to avoid uncontrolled study.

The writer limits the discussion of this study as follows:

1. This study focuses on knowing the significant difference on the mean score of students' vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video at SMPN 2 Sumbergempol.
2. This study focuses on the students of eighth grade of SMPN 2 Sumbergempol in 2018/2019 academic year as the object of study.
3. This study focuses on action verbs vocabulary as the material.

1.6 Research Hypothesis

In this research, Ho (Null Hypothesis) states:

“There is no significant difference on the mean score of vocabulary and motivation between the students who are taught by using animation video and non-animation video”.

Ha (Alternative Hypothesis) states:

“There is significant difference on the mean score of vocabulary and motivation between the students who are taught by using animation video and non-animation video”.

The results data of this study are used to test the null hypothesis. If the null hypothesis is not rejected, it means that the statement “there is no significant difference on the mean score of students’ vocabulary and motivation between the students who are taught by using animation video and non-animation video” is accepted. Meanwhile, if the null hypothesis (H_0) is rejected, then the alternative hypothesis (H_a) is accepted. It means that the statement “there is significant difference on the mean score of students’ vocabulary and motivation between the students who are taught by using animation video and non-animation video” is accepted.

1.7 Definition of Key Terms

- Vocabulary is a small unit of language component and it has a meaning.
- Mastery is having a good comprehend into something (lesson, skill, work, etc).
- Motivation is a certain thing / reason that be able to influence the desirability to do something.
- Animation video is an image that is processed in such a way as to produce an illusion of movement, so that the image becomes alive and can move like a living creature.

1.8 Organization of Thesis

This thesis consists of five chapters. Chapter I (Introduction) contains the background of the study, the formulation of the problem, purpose of the study, the

significance of the study, the scope and limitation, the hypothesis, and the organization of the thesis. Chapter II (Review of Related Theories) explains the following aspects: the English curriculum of junior high school, the vocabulary, the nature of vocabulary acquisition, the teaching of vocabulary, media, animation video, the use of animation video in teaching vocabulary, and the previous study. Chapter III (Research Method) consists of the research approach, the research design, the setting and participant, the method of collecting data, and the method of analysis. Chapter IV (Finding and Discussion) conclude the description of research finding of the experimental research based on the implementation of the use of animation video and the discussion of the research finding based on the hypothesis testing. Chapter V (Conclusion and Suggestion) present the conclusion of this research and suggestion. The bibliography is enclosed after the last chapter and followed by several appendixes.