

CHAPTER I

INTRODUCTION

A. Background of the Research

English is an international language that is used by many people in the world and in many countries. English is learned by most people in the world to communicate. English is regarded as an essential subject in Indonesia, and most students in elementary schools, junior high schools, senior high schools, and vocational high schools are required to learn it. To improve their English skills, they usually learn a variety of things in English. In English language learning, four skills should be learned by the students. They are listening, speaking, reading, and writing skills. These skills are closely related one to another.

Listening is an activity to get meaning from the oral language. Speaking is talking to somebody about something and using voice to say something. Then reading is the way to get knowledge of information from printed pages such as textbooks, novels, and other sources like websites and internet. And the last, writing is a process to express opinions, statements, and knowledge using written text.

In the four skills of English language learning, there are some elements that people must know to learn a language. The elements are pronunciation, grammar, and vocabulary. Vocabulary is one of the most

important elements in English because vocabularies are basic elements to learn a language, make communicating with other people and we cannot say anything without mastering vocabulary. This statement is supported by Thornbury (2002: 13), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It is regarded as one of the most important for students in learning English as a foreign language. Students must learn vocabulary to gain other skills such as listening, speaking, reading, and writing. In other words, vocabulary plays an important role in mastering the four basic English skills. In relation to the teaching-learning of the four skills of English, vocabulary is an inseparable part of any language learning. Students will struggle to progress in their English learning if they do not have sufficient vocabulary. Cameron (2002: 4) says that vocabulary is fundamental to using the foreign language as discourse. Moreover, Thornbury (1984: 5) says that vocabulary plays an important role in language because without vocabulary it is impossible to develop language.

In learning English, understanding English vocabulary is still difficult, because the teacher conveys learning material only with conventional methods. Nurhayati (2018) states that conventional method usually makes students bored because the method is monotonous and the students are passive, the interaction among them becomes dull, so it makes the learners get bored. Currently, the use of conventional methods in delivering learning materials is less effective because the learning that

occurs could be monotonous and boring. Many students prefer to talk with friends during learning because they are less interested in learning. These activities cause students to have difficulty understanding the learning material. As a result, learning using conventional methods is less effective. Nurhayati (2018: 90) states that commonly, as educators and teachers, they are definitely required to improve their ability, knowledge, thought and attention. As we know that the millennial generation could be interested in modern learning media which makes students more motivated in participating in learning activities. Therefore, teacher innovation is needed in developing their creativity to create a more creative, interactive, interesting and fun learning atmosphere in the classroom so that learning can be more memorable and able to improve student learning outcomes (Nurhayati, 2014). One way to make English learning effective is by using learning media. Learning media is an inseparable part of the teaching and learning process. With the learning media, it is expected that the learning objectives will be achieved as desired. The existence of learning media makes it easier for teachers to transfer knowledge and makes it easier for students to understand learning material. Submission of learning materials in the learning process will also be easier and more effective so it could increase the interest and motivation of students in learning.

In this modern era, innovative learning media such as learning media in the form of audio-visual, namely stop motion animation, can be an option for students because its use is more modern and attractive so that

it can make students understand the material more easily. Stop motion animation is a kind of animation video. Stop motion animation is a video made by a sequence of photos or pictures which is played at a certain speed to produce an animation (Imama and Munfangati, 2015: 343). Animation can offer a more pleasant learning media. In addition, Herr et al (2016) as cited in Tobalina (2016: 70) states that stop motion animation is a technique that makes objects seem to move by themselves, it is interesting media that can increase students' concentration. The use of effective learning videos can overcome the lack of understanding of students in the learning process (Nurhayati, 2018: 13-21). By using that media, teaching and learning activity becomes more effective and interesting. Teaching vocabulary not only deals with presenting new words but also requires the students' ability to understand the words and to use the words correctly. Sometimes teachers think that teaching vocabulary is simple, they just give a list of vocabulary and then ask the students to memorize it, and next, they test it. Wallace (1982: 144) states that learning vocabulary is not only memorizing the words. It requires the ability to recognize words, recall, pronounce, spell, and use them appropriately. In fact, teaching vocabulary is not easy, there are many problems during the activities of teaching.

Based on preliminary research and the researcher's experience when doing an internship at SMP Negeri 1 Ngantru that was conducted on September 20th, 2021, most students still felt confused when they wanted to use words to express their ideas and feelings. The researcher found

some problems; first, in teaching and learning activities when the teacher asked students some questions in English, some of the students could understand the meaning of what the teacher said but they could not answer it using English, they kept asking the teacher to translate the question into their mother language (Indonesian). Second, they were less active, felt sleepy, and got bored. This is because the teachers only used teaching materials in the form of a worksheet. Students learning resources or students' references were limited if only using learning resources that only focused on the worksheet. Last, the student's motivation and attention were low because the method used was also still applying a conventional method. Another problem was found in dealing with the classroom situation of the seventh-grade students at SMP Negeri 1 Ngantru is English teachers did not use a creative medium to make the students more interested in learning English, teachers only use textbooks and whiteboards in teaching-learning activities. As a result, many students were not interested in learning English. The teachers taught vocabulary mostly to instruct the students to translate paragraphs or dialogue in the students' handbook as homework and then the teachers only gave signatures and did not explain or correct their assignments.

There are some previous studies that have already discussed stop motion animation. First, M. Luthfi Imama and Rahmi Munfangati (2015) with the title "Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary at 4th Grade SD Muhammadiyah

Purwodiningratan II In the Academic Year 2015/2016". The result of this study is stop motion video was effectively used in teaching vocabulary. By using this media, the post-test result of the experiment class was giving improvement rather than on the control class. Second, Tobalina (2016) with the title "The Impact of Stop Motion on EFL Learner's Retention and Recall of English Idiomatic Expression". The result of this study is stop motion animation was efficient to improve students' retention and recall of English idioms. Third, Dewi Ratna Fitriani (2019) with the title "The Effectiveness of Using Stop Motion Animation on Students' Vocabulary Mastery of Seventh Grade at MTsN 5 Tulungagung". The result of this study is there was a significant difference in scores on students' vocabulary mastery taught by using stop motion animation and those taught by using conventional methods. In other words, stop motion animation was effective in increasing students' vocabulary mastery.

The previous studies only analyze the impact and the effectiveness of stop motion animation, while in this study, media development is carried out in the form of learning video based on stop motion animation which of course can be used in teaching vocabulary. The media developed in this study was made using the stop motion animation technique. The process of making stop motion animation movements that are widely used by other researchers still uses cameras or takes pictures manually. However, in this study, the process of making stop motion animation movements is using computer and smartphone in designing the animation.

Based on the explanation above and the previous study, the researcher is interested in conducting a research and development study about stop motion animation with the title "Developing Stop Motion Animation in Teaching Vocabulary of The Seventh Grade Students at SMP Negeri 1 Ngantru".

B. Statement of Research and Development Problems

Referring to the background of the research above, the researcher formulated the research problem as follows:

1. How is the development of learning videos based on stop motion animation in teaching vocabulary to seventh-grade students at SMP Negeri 1 Ngantru?
2. How is the level of validity and effectiveness of learning videos based on stop motion animation in teaching vocabulary to seventh-grade students at SMP Negeri 1 Ngantru?

C. Objectives of the Research and Development

Based on the problem of the research above, the objectives of the research are:

1. To know the development of learning videos based on stop motion animation in teaching vocabulary to seventh-grade students at SMP Negeri 1 Ngantru;

2. To know the level of validity and effectiveness of learning videos based on stop motion animation as a learning media for seventh-grade students at SMP Negeri 1 Ngantru;

D. Specification of the Product

This research produces a product in the form of a learning video that can be used for teaching vocabulary to seventh-grade students at SMP Negeri 1 Ngantru, the following product specifications are produced:

1. The learning media is adapted to the seventh-grade English learning materials.
2. Learning media in the form of files with mp4 format.
3. This learning media can be used when learning takes place in class or when online learning.
4. The media used in this research can be used as additional material for students to increase interest in learning.
5. The target of this learning media product is seventh-grade students of English subjects.
6. The final product of this media is in the form of a stop motion animation video that can be accessed via mobile phones, laptops, computers, and can also be accessed via YouTube.

E. Significances of the Research and Development

1. Theoretical

- a. This research can be used as consideration and reference material for future research.
- b. This research can contribute to knowledge about the use of stop motion animation in teaching vocabulary.
- c. To motivate the students of seventh grade at SMP Negeri 1 Ngantru in learning English vocabulary.

2. Practical

a. For Students

The results of this research are expected to improve students' interest in learning English vocabulary and make students enjoy in learning English because the use of stop motion animation in learning is very easy and fun.

b. For Teachers

The results of this research are expected to provide suggestions for teachers to apply vocabulary learning with stop motion animation as an alternative strategy and get new experiences in teaching vocabulary using stop motion animation media.

c. For Researcher

The results of this research are expected to provide new knowledge, information, and experiences to researchers about the use of stop motion animation in teaching vocabulary.

d. For Readers

The results of this research are expected to provide information to readers about the use of stop motion animation in teaching vocabulary.

F. Assumption and Limitation of the Research and Development

1. Assumption of the Research and Development

The assumptions for the development of stop motion animation motion learning media are:

- a. This learning media can attract students' motivation and interest in learning vocabulary.
- b. This learning media can arouse students' curiosity about the learning material.
- c. This learning media can improve the quality of learning.
- d. This learning media can be used in learning, innovative, effective, and efficient.

With the assumptions above, the researcher believes that the development of stop motion animation as a learning media for teaching vocabulary is in line with the goals and expectations.

2. Limitations of the Research and Development

The limitation of the development of learning media include:

- a. The material used in this learning media is only vocabulary in 'things around us' material.

- b. This media development uses research and development procedures according to a well-known expert Robert Maribe Branch who applies the ADDIE system (Analysis, Design, Development, Implementation, and Evaluation) in developing a product.

G. Definitions of Key Terms

To avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

1. Developing

Developing is generally defined as a systematic study to deepen, expand and refine existing knowledge, theories, actions, and products so that they become more efficient and effective (Yuberti 2014: 5).

2. Stop Motion Animation

Stop motion animation is a kind of animation video. Stop motion animation is a video made by a sequence of photos or pictures which is played at a certain speed to produce an animation (Imama and Munfangati 2015: 343).

3. Teaching

Teaching is a process of transferring knowledge and information from the teacher to the students. According to Harmer (2002: 56), teaching means to give someone knowledge or to instruct or train someone.

4. Vocabulary

According to Hornby (2003: 1506), vocabulary is all the words that a person knows or uses. Vocabulary is a core component of language proficiency and it provides a basis for how well the learners speak, listen, read, and write. Vocabulary can support the learners to learn other language elements and language skills.