

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents topics related to the study. It contains the background of the study, research questions, research objectives, hypothesis research, and definitions of key terms.

#### **A. Background of The Study**

In the era of rapid technological development, communication among individuals from different countries has become easier. Parupalli Srinivas Rao (2019) stated that communication plays a crucial role in the success of any scope. Erdem and Denis (2008) conveyed that vocabulary is the ability of individuals to express their feelings and determine their achievement or failure in society, job, or community life. Language can be used to communicate with others. The more people master communication, the better they construct the words they want to convey. People can't speak without mastering their vocabulary. It can be concluded that language usage is necessary for communication. Therefore, students must develop their vocabulary to reach fluency as English learners. English, an international language used worldwide, is crucial in communication across countries. Baker and Westrup (2003) added that people or learners who can communicate fluently in English are more likely to gain greater opportunities in a job. It can be concluded that vocabulary skills make people good performers and increase their confidence in society and the environment.

Vocabulary is truly valuable among other language skills. Brown and Yuke (1983) argue that engaging in conversations with others is a vital skill that students apply in real-life situations. According to Tarnopolsky (2013), there are at least four essential skills to master in English language learning: speaking, listening, writing, and reading, all of which are crucial in an EFL classroom. Nurhayati (2016) said that the certain problems for every language teaching is to make sure they are ready and the crucial factors are from grammar and vocabulary. Dee (2012) emphasizes that in any unfamiliar language, the ability to communicate verbally is the most

essential skill, as it forms the foundation of communication with others in that language. Furthermore, Maskhuroh (2022) suggests that media plays a pivotal role in the educational system, contributing significantly to students' academic achievements. In another research Nurhayati (2014) explained that why the students rarely read books because it needs the ability to recognize the text with limited vocabulary.

Bueno, Madrid, and McLaren (2006) stated that vocabulary is one of the most challenging skills for language learners to master. Teachers, especially English teachers, face numerous challenges in engagingly delivering their subjects. Moreover, teachers are burdened with educating students, particularly in English vocabulary, which is not their native language. Students often lack knowledge, are inhibited, and participate unevenly, unsure of how to use vocabulary correctly and apply it in real-life situations. As Wallace, Satria, and Walberg (2010) added, students often struggle to find the right words to express themselves or fail to develop an interest in the topic. This is because vocabulary mastery requires a strong foundation in vocabulary, fluency, and understanding of the topic's context. The right media can boost enthusiasm and improve focus during learning sessions among learner participants (Bonwell and Eison, 1991). Rosyad and Saimiri (2019) emphasized that English educators must employ various methods to enhance students' vocabulary abilities. He noted that many EFL/ELL learners are afraid of making mistakes or become shy, often identified by native readers.

According to numerous articles, animated videos and vocabulary are closely linked, as learning relies on the effective use of them. Animated videos offer a multitude of engaging visuals that can sustain students' curiosity, thereby enhancing their learning experience of English as a foreign language. As stated by Stevenage (1995; as cited in Uner, 2009), utilizing cartoons or animated videos can be the initial step in capturing students' interest, fostering concentration, and motivating them. This marks the first crucial step in the teaching process, inspiring students to take further action. Animated videos provide an enjoyable and compelling reason to enhance

vocabulary. As an audiovisual medium, cartoons can aid students in improving their vocabulary skills. By incorporating subtitles and examples of daily conversations, they can facilitate students' understanding and fluent application of English.

According to Nakamoto (2000), as quoted by Juhaendi (2014), almost every school in Indonesia applies the passive learner's method. This method is considered unattractive to students in this era. Furthermore, he also stated that the use of this method is not effective for pupils. For example, teachers only explain the entire material from their handbook, translate many words into their language, and ask them to memorize it immediately. Nurhayati (2020) said that this teacher's centered method is effective for short-term memory competition, but it can't solve their problems in learning. According to Hasanah (2009), this learning process can lead to many problems, such as students forgetting the vocabulary they memorize. This means that technology like audio-visual is not applicable in the classroom, or it may also depend on the lack of facilitation from the school. Let alone, Nurhayati (2023) in another article added that educational academies should be concerned with the quality of education so that they can grow the human resources. It can be concluded that educators' roles in affecting students' learning motivation are one of the factors in achieving educational purposes.

According to Fast (2010), the application of video or animation videos can have a positive impact and be highly motivating for students. Given the rapid development of technology, the researcher recognizes the need to utilize media such as animated videos to create an engaging learning environment. Animated videos often feature simple, understandable, and easy-to-remember sentences or vocabulary for students to practice and memorize. Moreover, the use of sound, rhythms, or simple conversations can also assist teachers in explaining correct pronunciation, accent, or how to respond to dialogues with students.

In the preliminary study of the research setting, it was found that many students at SMPN 2 Kademangan still struggle to master English vocabulary. This is ironic, considering the importance of mastering

vocabulary skills in this era. Fortunately, the researcher became aware of this issue during his internship program at the campus. This experience inspired him to attempt an innovative approach to improving vocabulary skills using animated videos. This approach provides easy-to-pronounce vocabulary and visually engaging characters that can entertain students.

The researcher discovered some relevant previous studies on this topic, including one by Yuliani (2023), titled *The Correlation Between Listening to English Songs and Students' Vocabulary Mastery*. The purpose of this study is to find out whether or not there is any significant correlation between listening to English songs and students' vocabulary mastery. The findings of this study showed a positive correlation between two variables because the result of the correlation coefficient computation is 0.457. Based on the calculating correlation coefficient, this research has moderate correlation, because the correlation coefficient is 0.457.

The second relevant study is *Developing Teaching Materials: Using Animation Media to Learn English Vocabulary for Early Childhood* by Ayu Sartika, Endang, and Fitri (2021). This study explores how animated media can facilitate vocabulary learning for early childhood and discusses the uses and benefits of animated media. Although it focuses on improving students' vocabulary, it does not address for junior high school and the media they use does not focus on animation videos, but animation media which has larger definition. The results of this study demonstrate that students can easily learn given words when using engaging animation videos, which are supported by good pictures and written text. Students feel comfortable and motivated to attend classes.

The third relevant study is *The Effectiveness of Watching English Movies with Students' Vocabulary Mastery* by Ramadani (2023). The objective of this research was to investigate the effect of English movies on vocabulary improvement of students. The data collected by the researchers show that the use of English movie media is effective in learning English vocabulary. This can be seen from the results of the student's average score

before being taught using English movie media was 16.22, while the average score after being taught using English movie media was 19.28.

The fourth relevant study is "The Influence of English Subtitled Cartoon Videos in Teaching Listening Ability." By Agustin (2015). This research aims to determine whether there is a significant difference in students' listening ability when taught using English-subtitled cartoon videos versus without at SMP 5 Bengkulu. The researcher collected data through pre-tests and post-tests. Meanwhile, in analyzing the data, the researcher used SPSS version 16. The study concluded that there is a significant improvement in students' listening ability after adopting subtitled cartoons.

The next relevant study, Using Subtitled Animated Cartoons and Textbook-based CDs to Test Elementary Students' English Listening and Reading Comprehension in a Cram School by Su (2015), highlights the significant role of using animated cartoons in the success of cram schools. Another objective is to inform cram school teachers about the materials that can be used in class to make their teaching more effective. The study examines the impact of animated cartoons on elementary students' preference for learning English. The findings indicate that gender or years of learning have no significant effect on listening and reading skills. Initially, the control group showed better English proficiency, but after several months, the experimental group demonstrated improved performance in reading skills.

Another relevant study, "The Effects of Audiovisual Media on Students' Listening Skills" by Dung (2014), aims to explore the use of audiovisual media in enhancing students' listening skills. The primary objective of this research is to investigate the application of sound learning to sound development in improving the listening and understanding abilities of English students after learning with visual media. According to this study, it was found that EFL students experienced significant improvement in listening skills after learning with videos or audiovisual media. The study employed data percentage, point t-test, and sampling for data collection.

Another relevant study, *Developing Vocabulary Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)* by Oradee (2015), focuses on investigating and comparing the effectiveness of discussion, problem-solving, and role-playing in building students' vocabulary skills. This journal also suggests that vocabulary can be developed through communication activities such as information gap, jigsaw puzzle, games, and others. The study found that students who were taught using these methods experienced improvement in vocabulary ability, with an average score of 60.80 in the pre-test and 85.63 in the post-test. The students' attitude towards these activities was rated as positive.

Hanifah Khalidiyah (2015) in *The Use of Animated Video in Improving Students' Reading Skills* utilizes animated videos to develop students' reading skills. The primary objective of this study is to examine students' ability to read effectively and how they receive and apply information to improve their reading skills.

Luh Gede Eka Wahyuni's article (2020), *Enhancing EFL Students' Vocabulary Competency Through Animated Learning Video*, employs a similar approach. Still, it was conducted during the COVID-19 era when students were attending online classes. She noted that vocabulary competency became a primary concern for primary students. The main difference between this research and others is that Luh Gede Eka focused on primary students as the research subjects. Uswatun Hasanah also used cartoons as a medium to improve vocabulary skills, but she concentrated on fifth-grade elementary school students, and cartoons were one type of animation video. She found that animated videos significantly impacted students' English-vocabulary skills, resulting in improved pronunciation, mastery of vocabulary, and familiarity with sentence structures.

Another research that the researcher found is from Yuli Ernita and Farida Mayar (2023) which entitled *The Influence of Audio-Visual Media with Animated Films on Children's Vocabulary Skills with Kindergarten*. It took animated media for students speaking skills, but she used the children of kindergarten as object research. Based on the data in their journal, it is

found that 15 children or 75% of students in the low category experienced an improvement in their speaking ability. Meanwhile, in the medium category, there is only 5 or 25%, which is not high. It concluded that watching animated videos or audiovisual media is effective in teaching youngsters to actual objects over unrealistic objects.

This research has some similarities and differences to research that has been mentioned above. For example, the research by Shu Chin Su, does not focus on learning vocabulary, and it is for elementary school and does not use quantitative research. Compared to many theoretical frameworks which is mentioned above that emphasize animated videos with listening skills such as in *The Influence of English Subtitled Cartoon Videos in Teaching Listening Ability*, it only focuses on listening skills. In another article, the researchers also researched and combined grammar with animated videos, which can be seen in *Teaching English Through Animated Videos*.

*Using Subtitled Animated Cartoons and Textbook-based CDs to Test Elementary Students' English Listening and Reading Comprehension in a Cram School* primarily focuses on improving students' listening and reading comprehension skills. While it does not directly address vocabulary skills, it explores the effectiveness of using subtitled animated cartoons and textbook-based CDs in enhancing language learning in a cram school setting. The main objective of this study is to classify and describe students' preferences for using animated cartoons in language learning.

The article "The Effect of Audio-Visual Media on Students' Listening Skill" concentrates on listening skills and explores the impact of various audio-visual media, not specifically animated videos, but rather a broader range of media. This study differs significantly from the thesis, which primarily focuses on vocabulary skills and the use of animated videos.

While other studies utilized video media, they do not specifically focus on animated videos. Building upon the abovementioned research, the researcher is interested in conducting a study entitled "Effectiveness of Animated Videos with English Subtitles in Teaching Vocabulary Towards the Eight Graders at Smpn 2 Kademangan Blitar"

## **B. Research Questions**

1. Is there any significant difference between watching animated videos with English subtitles and those taught by conventional methods, especially in vocabulary?
2. How effective is applying animated videos with English subtitles and those taught by conventional methods, especially in vocabulary?

## **C. Research Objectives**

- a. To find out the significant difference after watching animated videos with English subtitles and those taught by conventional methods, especially in vocabulary.
- b. To investigate the effectiveness of applying animated videos with English subtitles and those taught by conventional methods, especially in vocabulary.

## **D. Hypothesis of Research**

The hypothesis is not the final answer. The researcher first has to conduct the research empirically. The hypotheses in this research are:

- a. H<sub>0</sub> (Null Hypothesis): There is no significant difference in score between students taught using the animated videos and those taught using conventional methods at SMPN 2 Kademangan
- b. H<sub>1</sub> (Alternative Hypothesis): There is a significant difference in scores between students taught using the animated videos and those taught using conventional methods at SMPN 2 Kademangan

## **E. Definition of Key Terms**

- a. Animated videos

Animated videos are also known as audiovisual media that show a visual voice so that the audience can be entertained or understand the purpose of producing this video. According to Harrison and Hummel (2010), they said that animated videos is a fast display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis, and Harclerod (1977) define it as a collection of films



prepared through the picture that produces the illusion of movement of when projected.

b. Vocabulary

Vocabulary refers to the set of words that a person knows and uses in a particular language. It encompasses both the words that are understood (receptive vocabulary) and the words that are actively used in speaking or writing (productive vocabulary). A person's vocabulary develops over time through exposure to language, education, and practice. Vocabulary is crucial for effective communication and is often divided into categories such as academic vocabulary, conversational vocabulary, and domain-specific vocabulary (e.g., medical, legal, technical terms).

c. Subtitle

The subtitle is the translation or the words that are used to help the audience understand the conversation or the meaning of audiovisual media. It also reinforces the connection between the audience and the entertaining media that they watch such as cartoons or overseas films. According to Henrik Gottlieb (1997) subtitle can be considered a *diagonal translation* since this thing is related to the alternate language from another one. And based on Gottlieb, subtitles from interlingual films are a sample of *diaseomatic* translation to *polysemiotic* text.

d. Teaching

Teaching is an activity of transferring information or knowledge from someone who knows more. For example, the teacher in school explains the lesson to the students or a father who teaches their children how to ride a bicycle. Based on Maria Antonietta (2013) teaching is the sharing session of expertise or skills and it is habitually done with such a discipline and the decision of stimulus considering psychology and academic development of a person to others people.