CHAPTER I

INTRODUCTION

A. **The Background of Research**

The teaching of English in elementary schools attempts to give young learners a foundation for the early acquisition of several languages. The language acquisition theory also demonstrates that children will have a better grasp of the target language the sooner it is given to them. The theory of behaviorism claims that when a baby's brain is born it's just like empty paper/empty plate, which will later be filled with experiences. In other words, all knowledge in human language that appears in language behavior is the result of the integration of linguistic events that are observed and experienced by humans (Mustika, 2018).

Children (6 to 12 years old) are at a prime age when their brains are able to quickly assimilate different linguistic knowledge, guiding them to pick up the target language being studied. It is crucial for pupils to comprehend the

fundamentals of the language they will learn in order to be able to comprehend language acquisition. One of the basic things that must be understood is vocabulary, because vocabulary is the basic foundation of language so that someone knows what we are talking about (Bimrew Sendekie Belay, 2022). A person has to have a strong vocabulary since it helps them build sentences and perfectly communicate their thoughts and feelings in both spoken and written language. Vocabulary is a crucial part of language.

Vocabulary is important for students to support their four language skills. A rich vocabulary makes listening, speaking, reading and writing skills easier (Nation, 2015). One of the most crucial linguistic skills when learning English is vocabulary. The four English skills are aligned with a number of English words that are taught to students as part of the teaching and learning process. Increasing vocabulary should help students grasp what they are hearing, saying, reading, and writing (Br Simamora & Oktaviani, 2020). In addition, various media can be used to train students' current abilities, including

music, videos, films, etc. English films can provide a great opportunity for students to learn English vocabulary in a relaxed and fun way.

Advances in technology have presented a variety of media that can be used as a method for acquiring knowledge of English. The use of technology can improve students' vocabulary mastery which includes spelling, pronunciation, and use in a sentence (Aminatun & Oktaviani, 2019). English-language movies have been utilized effectively to motivate language learners to improve their language skills (Albiladi et al., 2018). Film can to grab and hold students' attention, use animated graphics with color and sound (Sharjeel & Dadabhoy, 2013). Additionally, it stated that when emotions are conveyed in films in an approachable manner, they will have an impact on students' emotions and behavioral adaption techniques. It is also simpler for students to discover anything new when they watch English-language movies. For instance, they are better able to comprehend vocabulary, recognize it

right away, and have the chance to "translate" the life stories of the movies into their own.

However, learning vocabulary is still considered less important. Many people are lazy to memorize vocabulary even though they already know the impact. So one of the tactics in vocabulary mastery is that learning vocabulary in class must be really entertaining, unique and other things that are done repeatedly until students master it, moreover until students are able to pronounce the learned vocabulary with the correct intonation in accordance with language culture (Khotimah et al., 2020). Ebrahimzadeh & Alavi, (2017) has suggested that more emphasis should be placed on teaching vocabulary as opposed to grammar in language classes. Realizing this, placing proper vocabulary knowledge in language teaching and learning by giving adequate emphasis is expected to be able to develop students' vocabulary skills.

Learning that is done for vocabulary mastery must be supported by the methods and strategies used in the learning process. Application in utilizing technology can be used to

support the vocabulary learning process. One of which is animated videos that can be taught to children through interesting media such as YouTube etc (Afriansyah & Arwadi, 2021). Vocabulary learning using animated cartoon video media is expected to be able to fulfill elementary school students' simple understanding of spoken text the meaning and function of each vocabulary obtained from watching videos in the form of animated cartoons.

Based on competency standards and basic competencies in English subjects at the elementary school level, learning English is intended to support simple understanding of spoken texts. But the facts on the ground are that many elementary school students are unable to understand simple texts, and some schools have not even provided English as a compulsory subject or local content. At SD N 74 Kota Bengkulu, English lessons have been given starting from first grade students. However, the students at the school were not yet focused and interested in English lessons because the learning strategies and media being taught were very monotonous so that children

easily felt bored and did not interest students in participating in the lesson.

Based on preliminary observations made by researchers, it was found that students felt so bored during the lesson. A small portion of them understand and have mastery of familiar vocabulary and some others find it difficult and think English is a very difficult subject. when examined further, the students there only used student worksheets during the teaching and learning process. however, when the researcher asked them to learn to understand vocabulary by using objects around them, the students were very enthusiastic and very excited to scramble to answer what the English vocabulary was from the objects around them. Because elementary school students are still classified as young learners, where the most dominant characteristic of elementary school students is playing, teachers are also required to be able to design learning material into a game (Hanief et al., 2018).

Furthermore, from the results obtained by researchers during interviews with English teachers at the school,

information was obtained that students during learning hours did not focus on learning and some other students were busy playing with their classmates. The teacher added that if students are given learning media other than books, students are very enthusiastic but also make the learning media into a game media which causes students to only continue playing and ignore the material or learning during the teaching and learning process.

Despite this, if the Ministry of Education, Culture, Research, and Technology's decision to abolish English as a required subject in primary schools is any indication inversely proportional to the mandatory curriculum in these schools. Based on results of the researcher interviews with the principal and English teachers at the school, they held English classes because elementary school was the first level of education. To go to the next level of school, the teachers in this early education need to establish a strong foundation. In order to make students happy and engaged in learning the language whose speech and writing are still strange to them, teachers

must provide engaging English learning chances for their students. Because of the phenomenon that the researcher found at this time, the researcher tried to investigate the possibility of using technology in the form of video cartoons through scientific methods to increase students' vocabulary achievement. Canning Wilson & Wallace (2000) state that subtitled movies strongly motivate language learners to consciously use new vocabulary and idioms. The advantage of using cartoon videos in teaching English vocabulary is that children enjoy learning languages with cartoon videos (Makasau, 2017). Cartoon videos are an effective way to learn body language and build children's confidence through repetition (Ridwan Abdullah Sani, 2022).

With the effectiveness of this animated video, the researcher realizes that elementary school students are still very interested in films in the form of animated videos. Therefore, to attract elementary school students' interest in learning English, especially vocabulary, it must be prepared in a way that is unique and entertaining for children. Due to the

lack of experience of students in learning English and the ineffective teaching methods used in schools, the researcher wants to conduct research on vocabulary mastery of elementary school students in a fun way so that children are interested in learning English, especially vocabulary. According to Porter, a fun learning approach utilized to establish an effective learning environment is one that involves making learning interesting, convey material, and facilitate the learning process (Darmansyah, 2010).

A number of surveys conducted revealed that films in video format can become a crucial component of the curriculum because they expose students to real languages used in native and cultural situations where foreign languages are spoken. This is according to a number of studies undertaken by language educators and experts. Additionally, they discovered that watching movies that attract students can increase their motivation to learn (Addison, 2021). In addition, the teacher's conviction in using English films as an engaging method of teaching students English as a foreign language is

bolstered by the knowledge that everyone enjoys watching movies (M. Luqman Al Fatih, 2017). Based on the information stated above, the researcher carried out a study titled "The Influence of Toy Story Cartoons Toward Young Learners Vocabulary Skills Development (Experimental Study at SD N 74 Kota Bengkulu)". The writer will apply toy story cartoons in learning vocabulary, and an increase in students' vocabulary mastery is expected to occur.

B. **Identification of The Problems**

Based on the results of the background study, the researcher identified a number of problems, including:

1. Students have a limited vocabulary

2. Students find the speaker's accent difficult to understand

3. Students have difficulty writing vocabulary correctly

4. Students have low motivation to learn and memorize new vocabulary

5. Students are less enthusiastic in memorizing vocabulary

6. Students are less focused when the English learning process takes place

C. **Limitation of The Problem**

It's crucial to establish limits in order to validate and make clear the issue. The researcher's study was limited to teaching English with a focus on vocabulary for fifth graders of SD N 74 Kota Bengkulu by using cartoon toy story videos for young learners.

D. **Research Question**

This research was conducted to answer to the following inquiries: Is there a significant effect between students who receive teaching English vocabulary using toy story cartoon videos and those who who are not taught using toy story cartoon videos at five year students at SDN 74 Kota Bengkulu academic year 2022 /2023.

E. **Objective of The Study**

Based on the statement of the backround of the study, the purpose of the study was to find the effectiveness of Toy Story Cartoons on the Development of Vocabulary Skills of the Fifth Grade of SDN 74 Kota Bengkulu.

F. **Significant of The Research**

      The issue of teachers using media to teach vocabulary is anticipated to be resolved by this research. This study may serve as an alternative method for teaching English to students who want to develop their vocabulary. This helps teachers establish a positive environment that is conducive to teaching and learning. The outcomes of this investigation should be helpful for:

1. Teacher

      As a teaching tool in the classroom, English teachers can learn material through watching animated cartoons that can help students' language skills.

2. Student

      After students are given knowledge about vocabulary, they are motivated to learn English either listening, speaking, reading or writing to improve their vocabulary skills.

3. Other researchers

By conducting this research, it will encourage and support other researchers who desire to conduct research, as well as improve the quality of research. on The Influence of Toy Story Cartoons in Developing Young Learners Vocabulary Skills at for Elementary School Students.

G. Definition of Key Term

Several definitions are offered as a means of make the important the term used in this study easier to follow:

1. Cartoon

Cartoons are a collection of images that have changed at any time is like life in the world but being in another world that is developing forward moves to live like a human then is moved through a visual manipulation process through several processes and rendering actions so that it becomes a perfect moving image from millions of neatly arranged images (Wahyuni & Padliyah, 2022).

2. Young Learners

Young learners are defined as children aged 7-8 who are learning a foreign language. According to Harley in Cameron 2002:15, they appear to pay more attention to sound, but older children aged 12–14 are more attentive to cues of word ordering.

3. Vocabulary skills

One of the factors that determines the level of evaluation a speaker or writer can make when conversing is their vocabulary. According to Hindmarsh R., 1980, vocabulary is a crucial part of language proficiency and lays a lot of the groundwork for how well students speak, listen, read, and write. (Couchenour & Chrisman, 2016)