CHAPTER I
INTRODUCTION

1.1. Background of the Study

English as highlighted by Panambunan, Tulung, & Maru (2016), holds a pivotal role among the many languages globally.Their assertion that language is the most important aspect in the life of all human beings emphasizes the significance of english as an international medium for communication.Liando (2019) underlines Indonesia's adoption of english for diplomatic ties, and Mogea (2019) expands on its universal application in business, politics, technology, and education.

In the Indonesian context, english is considered a foreign language and a compulsory subject integral to the development of science, technology, and international communication.Hampp (2019) emphasizes the crucial elements of listening, speaking, reading, and writing, with grammar and vocabulary being primary components.The importance of mastering these skills is further emphasized by the necessity to face global challenges.

The need for a robust english vocabulary is underlined by Hatch & Brown (1995), who define it as a collection of words specific to a language or speaker. Proficiency in the four language skills necessitates an extensive vocabulary,

crucial for effective communication.As students aspire to master writing, reading, speaking, and listening in english, a rich vocabulary becomes indispensable, as noted by the researchers experiences during teaching practice.

Challenges in vocabulary mastery are linked to students reluctance, fear of mistakes, and lack of responsibility, hindering active exploration of their minds during the learning process. To address these issues, the teachers role is pivotal. Murcia (in Silviana 2013) asserts the importance of media in motivating students, with cartoon movie emerging as a promising tool, according to Hidayat (2010).These videos foster engagement and contribute to a successful educational process, aligning with the goal of enhancing students vocabulary.

Manoppo, Rares, & Posumah (2020) stress the centrality of vocabulary in language learning, defining it as the words a person knows and uses with meaning.The ultimate aim is for students to acquire techniques for deducing the meanings of new terms from context (Nunan, 2005).Burns (1972) and Linse (2006) further elaborate that vocabulary constitutes the total number of words known and used by an individual, highlighting its role as a fundamental component of effective communication.

Based on observations at Smp It Khairunnas in Bengkulu City, students' vocabulary mastery significantly

impacts their communication abilities and reading comprehension situation it seems that when the teacher delivers the material, they use cartoon movies.The teacher is utilizing cartoon movies to develop language skills because with this method, the process of language development in children can be improved. Before using this method, the teacher encountered some issues; students still had difficulty in recalling English vocabulary, struggling to recap what was just taught by the teacher. They also faced challenges in oral communication and interaction with peers and teachers, using simple language due to their limited proficiency in expressing themselves in English. This becomes evident when students are asked to speak English in front of the class.

In the context of learning, the english language learning process at this school employs various engaging methods or media to keep students from getting bored. One of the media used by english teachers is cartoons. The use of cartoons as a learning tool can be an effective means to enhance vocabulary mastery. However, in its implementation, teachers face various challenges in optimizing the use of cartoons as a vocabulary learning tool. Therefore, a comprehensive analysis of these challenges is necessary to identify solutions that can enhance the effectiveness of teaching vocabulary through the use of cartoons. With a better understanding of the constraints faced by teachers, it is hoped

that recommendations and strategies can be developed to assist teachers in improving students' vocabulary mastery through this innovative learning approach.

Furthermore,in the context of the continuously evolving information and communication technology, the use of media such as cartoons can be a relevant solution to overcome challenges in vocabulary learning.By gaining a comprehensive understanding of the obstacles faced by teachers, this research aims to detail the factors influencing the effectiveness of using cartoons to enhance students vocabulary mastery.

Challenges that teachers may face include aspects such as selecting appropriate materials, integrating cartoons with the curriculum, understanding the characteristics of learners, and managing learning time. An in depth analysis of these constraints can provide a comprehensive picture of the complexity of vocabulary learning using cartoon media.

By understanding the background of these issues, this research is expected to contribute conceptually and practically to improving vocabulary teaching methods.By providing specific solutions or strategies to these challenges, teachers can be more effective in achieving vocabulary learning goals, thereby helping to enhance language skills and overall subject content understanding.Therefore, this research is important as an initial step in designing a more effective

and innovative learning approach in the context of cartoon usage.

1.2. Identification of the Study

1. The low level of vocabulary mastery of young learners at Smp It khairunnas kota Bengkulu

2. The use of cartoon movie as a learning tool to improve the vocabulary mastery of young learners at Smp It khairunnas kota Bengkulu

1.3. Research Questions

1. What are the specific techniques and instructional methods used by teachers to improve young learners vocabulary acquisition and retention when utilizing cartoon movies as a teaching tool?

2. How do teachers challenge to incorporate cartoon movies impact young learners vocabulary mastery?

1.4. Research Objectives

1. To investigate the specific technique use by teachers in utilizing cartoon movies as a tool to enhance young learners vocabulary acquisition and examine the strategies employed by teachers to integrate cartoon movie into vocabulary instruction.

2. To identify and examine the specific techniques and instructional methods employed by teachers to enhance young learners vocabulary acquisition and retention through the use of cartoon movies.

1.5. Significant of the Study

The significants of carrying out this research are:

1. Theoretically

a. It is expected to provide a theoretical contribution to learning english at Smp It Khairunnas kota Bengkulu

b. It is hoped that it can increase the cognitive knowledge of english teachers in choosing english learning strategies through film media.

2. Practically

a. For teachers it is hoped that the results of this study can become a guide for english teachers in learning english through the media of cartoon movie.

b. For readers it is hoped that the results of this study will become literature for researchers who want to conduct further research related to research through audio visual media (cartoon movie) become a supporting tool in learning english.

1.6. Limitation of the Study

This research will examine the teachers of Smp It Khairunnas kota Bengkulu investigating the utilization of cartoon films as a teaching method to enhance vocabulary mastery in specific subjects or limited learning scopes for instance improving english vocabulary proficiency.

1.7. Operational Definition

1. Teachers challenge

The challenge faced by teachers refer to various issues, obstacles, or situations encountered by educators in carrying out their duties within the education process. These challenges can vary depending on the school environment, educational level, societal culture, and changes in the education system.

2. Young learners

EYL students are young learners who study english.They are elementary or junior high school students who receive english lessons as a local content subject at school, According to Harmer (2007), in the context of education, the term children is generally used for learners aged approximately 2 to around 14 years old.Slightly different from Scott & Ytreberg (2004),Linse (2005, p.2) states that young learners are defined as children aged 5-12 years.

3. Vocabulary

Vocabulary (english: vocabulary) is a set of words that are familiar in one's language.vocabulary usually developed with age serves as a useful and fundamental tool for communication and acquiring knowledge acquiring an extensive vocabulary is one of the biggest challenges in learning a second language, Becker and

Collin (2000) found that mastering the vocabulary in a language is very important in helping people to communicate with each other, and the richer the vocabulary, the greater the ability to speak the language.

4. Cartoon movie

A cartoon or animated film is a film in the form of a series of images filmed one by one with attention to the continuity of motion so that it appears as one movement in the film and then arranged according to the storyboard so as to produce a complete animated film.