

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the study. This chapter discusses the research background, the question of research, the purpose of the study, the significance of the research, the research framework, and the previous study.

#### A. Background

This study aims to find out the vocabulary learning process by using English cartoon videos contextually. This study is important to find out how well the use of cartoon videos increasing students' English vocabulary. This study focuses on the learning process and students' perceive of watching contextual English cartoons in class VII students of junior high school in Cigeulis.

One of the fundamental language skills vital to learning English is vocabulary. Due to the significance of vocabulary in language learning, it might not be easy to learn language skills like speaking, listening, and writing without it (Richard & Rendaya, 2002). For example, having little vocabulary makes it difficult for one to communicate. Therefore, it is best to teach vocabulary earlier rather than later. Thus, it shows the importance of vocabulary for a person in communicating.

Vocabulary is necessary for the child's future success (Pitriana & Jufri, 2013). Vocabulary should be taught from the primary level to give more time to learn English. With sufficient vocabulary, one can communicate effectively and express ideas. A limited vocabulary is also an obstacle preventing students from learning a foreign language (Pitriana & Jufri, 2013). According to Richard and Renandya (2002), speaking, listening, reading, and writing are all built on it. They will progressively become bored with studying when they run out of words. To teach them, teachers should create various teaching techniques that will help young

learners feel funny in learning situations. Pictures, songs, and cartoons can be new media for teaching vocabulary to young learners. Alamri (2020) stated that There are several media that can be used for teaching vocab to young learners in vocabulary learning can increase vocabulary comprehension and improve learners' language skills. These statements show that an approach that includes technology in vocabulary learning can help improve vocabulary comprehension and language skills. Learning English for young learners is critical to the education process (Oktaviani & Fauzan, 2017). However, young learners often experience difficulties remembering new vocabulary in the learning process. This can lead to difficulties improving their English language skills (Oktaviani & Fauzan, 2017). Therefore, efforts are needed to improve the effectiveness of young learners' English learning by contextualizing learning.

Based on preliminary observation of English learners in one of the first schools in Cibaliung, some students still have difficulty in memorizing English vocabulary. In addition, students' lack of ability in remembering and mastering English vocabulary where the language has different writings and pronunciations. Students also lack motivation when learning English vocabulary because of boring learning. Teachers only tell students to write as many vocabulary words as possible and then memorize them without providing strategies that make them motivated and enthusiastic about learning English vocabulary. This study intends to look at the process of learning English vocabulary and their perceptions of contextual learning using cartoon videos.

One approach that can be used in contextualizing young learners' English learning is by using cartoon videos. Using cartoon videos in learning can provide a fun and exciting context for learners to learn new vocabulary. In addition, cartoon videos can also help learners improve their vocabulary, listening, and speaking skills (Gao & Liu, 2018). However, choosing the right cartoon video to match the difficulty level and focus of the desired vocabulary is vital.

Using cartoon videos in English language learning can help learners improve their overall language skills, including vocabulary comprehension, listening and speaking skills, and context understanding (Richard & Rendaya, 2002). Therefore, this study is expected to examine the effectiveness of using cartoon videos in improving young learners' vocabulary comprehension and provide recommendations for developing young learners' English language learning in the future (Chen, 2018).

In a previous study, Arikan & Taraf (2010) sought to Contextualizing Young learners' English lessons with cartoons: Focusing on grammar and vocabulary. This study examined the effectiveness of original Turkish young learners taught English via animated cartoons. During this investigation, we used a pre and post-test design, and a comparison was made between instruction based primarily on traditional grammar and vocabulary instruction utilizing original animated cartoons. The results of this study provided a positive effect on young learners' English learning. Original animated cartoons offer an invaluable way to contextualize and introduce native language by providing audio-visual input.

Another study, Aziza et al (2018), investigate Using cartoon film series "shawn the train" as media for teaching young learners vocabulary. This research shows that young learners are very interested in learning vocabulary by using Shawn the Train Cartoon Film series media because it can increase students' enthusiasm for learning English vocabulary. It is also a creative medium for teachers and students that allows interaction between them.

This research explain contextual young learners' English lessons. Contextualizing teaching approach is one of the approaches that was discussed in this study. Contextual vocabulary teaching has a significant role in emphasizing that vocabulary is the central part of EFL learning. This is supported by Rohayati (2013), who states that to increase learners' attention and retention of language,

contextual is needed such as providing storylines, familiar situations and characters, and everyday real-life conversations.

This study is different from the previous studies. This study focuses on the use of cartoons in vocabulary and uses qualitative methods, while the previous study focuses on cartoons to improve English vocabulary using quantitative methods. Based on this, the author conducted a study with the title contextualizing young learners English lessons with cartoon vocabulary learning.

## **B. Research Questions**

Based on above explanation the purpose of this study is answer the following questions:

1. How is the contextual learning process of teaching vocabulary using cartoons?
2. How do young learners perceive the contextual learning process of teaching vocabulary using cartoons?

## **C. Research Purposes**

The aims of this research are as follows:

1. Analyze the contextual learning process of teaching vocabulary using cartoons.
2. Identify how young learners perceive the contextual learning process of teaching vocabulary using cartoons.

## **D. Research Significances**

This research is expected to be a source of information on how to teach English vocabulary using English video cartoons. This research has two benefits, namely theoretical benefits and practical benefits.

## 1. Theoretical Significance

Theoretically, this research is expected to be a solution and reference in teaching English vocabulary which is expected to have a good impact, especially for student and teacher interaction in vocabulary learning using video cartoons.

## 2. Practical Significance

Practically, the results of this study can have a good impact on teachers in improving their teaching skills and being creative by providing interesting media to attract students' interest in learning English.

## **E. Conceptual Framework**

Young learners have distinct characteristics from older learners. They range in age from five to fourteen years (Pinter, 2006:1). They have trouble knowing abstract things at this age since they have little knowledge of the term. When teaching young students vocabulary. As teachers, we all know what we should do to prepare for classroom teaching, such as creating a lesson plan, preparing some teaching aids, and so on. Every instructor will have their unique technique of teaching English, but they will accomplish the same thing as others.

By electronically displaying scenes in motion, video is a technique for collecting, recording, processing, transporting, and recreating still picture sequences. Video is made up of several pieces of images called frames. Video produces the illusion of moving images that are synchronized with audio. The definition of video is explained by Limbong et al (2020:3), who argue that video is media that can show natural objects. Video is a digital media that can present the form of an arrangement or sequence of pictures and give an illusion, a fantasy picture in the form of moving pictures. Video is a dynamic and effective medium for conveying information.

Cartoon videos are animated movies that are made interesting to captivate the audience, especially children. Cartoon videos can provide young learners with an interest in improving language skills because of the appeal of cartoon videos. The use of cartoon videos in English language learning can increase learner motivation and help in improving vocabulary, listening and speaking skills (Gao & Liu, 2018). This study shows that the use of cartoon videos can provide a fun and engaging context for learners, which can help in improving the comprehension of new vocabulary.

Vocabulary is the collection of words at the disposal of the speaker or writer. The term vocabulary may apply to all words in the language or words or phrases used in specific types such as dialect, register, and terminology. Spencer (1992) stated vocabulary is the highest skill to master for a reader or a writer. Words employed in the area of knowledge and a list of ordered terms, such as in a dictionary, complete with a clear and concise explanation. Teachers must know what vocabulary to teach while teaching vocabulary.

Vocabulary is essential for learners to master to understand the language. To convey our ideas and comprehend what others are saying, we must have a strong vocabulary command. Alqahtani (2015) defines vocabulary mastery as complete knowledge or skill. From the definition, To be a master in a field, one must have extensive knowledge and exceptional expertise. Vocabulary mastery is the ability to process a language's words with high skill. (Susanto & Fazlinda, 2016). It is an achievement possessed by individuals (Alqahtani, 2015).

Contextualization makes lesson content or instruction relevant and meaningful to students by relating it to their experiences and interests (Moon, 2001). This can involve incorporating real-life examples, hands-on activities, and visual aids, as well as using language and vocabulary appropriate to students' proficiency levels.

The purpose of contextualization is to connect the language being taught and students' lives, thus making the learning process more exciting and compelling. In addition, it is also essential to consider the cultural context and help students understand the culture of the language they are learning. Byram (1997) argues that intercultural competence, the capacity to comprehend and interact with individuals from other cultures different cultures, can be developed through contextualized teaching.

## **F. Previous Studies**

This study focuses on the use of animated video cartoons to promote language learning. Cartoon videos are one of the media that can be used for teaching a second language. Several previous studies focused on increasing students' vocabulary by using video cartoon animations, which proved that this strategy was effective.

A research was conducted by Arikani & Taraf (2010) entitled “Contextualizing young learners' English lessons with cartoons: Focus on grammar and vocabulary”. This study examines the effectiveness of animated cartoons in English language learning, focusing on grammar and vocabulary in young Turkish learners. This study used a quantitative pre and post-test design. Thirty 4th-grade students were divided into two groups: The control group (n=15) followed a traditional grammar-based syllabus for four weeks, while the experimental group (n=15) watched and used 'The Simpsons' as classroom materials. The results showed that the experimental group was influential in learning the targeted grammar and vocabulary. Respondents and variables accounted for the differences in this study. The study used a quantitative design and focused on the grammar and vocabulary of young learners in Turkey. In contrast, this study uses a qualitative design and focuses on the vocabulary of young learners in Indonesia, specifically in Cibaliung.

Second, Risten & Sinaga's (2022) research "Using Cartoon as English Learning Media: Focusing on Vocabulary and Listening Skills". This study used of animated cartoons via YouTube focused on listening skills and vocabulary. the researcher used a quantitative pre and post-test design method and questionnaire survey data were also collected and analyzed using descriptive statistics. The study was conducted on 10 students with weak Form 1 proficiency with strong L1 background influence. The findings provide a positive impact for students to improve vocabulary acquisition and listening skills. Respondents and variables are the causes of differences in this research. The research used a quantitative design and focused on students' listening skills and vocabulary. In contrast, this study uses a qualitative design and focuses on the vocabulary of young students in junior high school.

Third, research by Azizia et al., (2018) entitled "Using the Cartoon Film Series "Shawn The Train" as Media in Teaching Vocabulary to Young Learners". In this study the media that can be used in teaching vocabulary to early childhood is the cartoon series "Shawn the Train". Teach vocabulary to early age students around 5 to 9 years. Using a qualitative method with a direct approach to elementary school students. This research is considered effective for learning vocabulary for students. The differences in this study are due to the participants. Participants in this research were elementary school students, while participants in this research were junior high school students using the contextualizing method.

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