

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Theoretical Review

1. General Concept of Media

a. What are media?

Based on Oxford Learner's pocket dictionary, medium (plural media) is "something which is used for a particular person."¹ Education association defines that media is thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with instrument which is used well in the teaching learning process, and can influence effectiveness of instructional program.²

According to Oemar Hamalic there are four classifications of teaching media:

- 1) Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
- 2) Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.
- 3) Audio visual media, such as film, TV, and three dimensions things.
- 4) Dramatization, role play, socio drama, etc.³

Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.⁴

¹Oxford University, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2003), 3rd Ed, p. 259.

²Asnawir and M. Basyirudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 11.

³*Ibid.*, p. 28.

⁴*Ibid.*, P. 32.

b. Definition of Cartoon Film

Here are many definitions of cartoon some experts give their opinions dealing with cartoon as follows:

- 1) Cartoon is one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behaviors.
- 2) Cartoon is caricature; often representing important events of politic or important public figure.
- 3) Cartoon is an amusing drawing or series of drawings in a newspaper.⁵

From definition above, the writer concludes that cartoon is an amusing, which gave a story about person, group or situation.

There are several definitions dealing with films:

- 1) Film is a motion of picture, the cellulose acetate strips or rolls of reproduction projected on a screen, highly developed film containing on area carrying synchronized recorded sound.
- 2) Film is a cinema picture, movie, roll of thin flexible material used in photo grapy
- 3) Films is motion picture as a form of entertainment or an art, usually preceded by showing of one or move motion picture ⁶

From definition above, it can be concluded that cartoon films are sets of moving pictures made by photographing a series of cartoon drawing or sketches, which carry massages or information. By interesting humorous elements cartoon films are intended the students attention.

c. Contribution of Cartoon Film to Teach Vocabulary of English Verbs

Teaching media is needed in teaching learning process to help student to become active. The student has to be active during the

⁵Oxford Universiy, *op.cit.*, p. 58.

⁶Asnawir and M. Basyirudin Usman, *loc. cit.*

teaching learning process including learning the English verbs. By using a cartoon film in their lessons they can learn words correctly.

The writer chooses the cartoon Film to teach names of object because through the cartoon film children will learn names of object by seeing the object in that movie. So, it will help students to memorize the names of object.

However, I believe that words do have a special significance for children learning a new language. The word is recognizable linguistic unit and for children in their first language and so they will notice word in the language by showing them object that they can see and touch, and that have single word labels in the first language. From their earliest lessons, children are encouraged to think of new language as a set of words, although of course this may not be the only way they think of it.

(Jerrold Kemp: 1963, P. 3-4) list the function of media general or audio visual aids in particular and their contribution to a language learning as follow:

- 1) The instruction can be more interesting.

Audio visual aid can attract the students' interest a specially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.

- 2) Learning becomes more interactive.

Many activities can be created through applying visual aids in teaching learning process, for example watching English program on television. That activity is relatively more interesting than the activity of listening or writing the teacher explanation.

- 3) The quality of learning can be improved.

If there is a good preparation of using visual aids, it will be possible for teacher to create a good language learning process in which the

students' participation of dominant. As a result, the students' knowledge and skill can be improved.

- 4) The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.

The purpose of aids should mean to simplify instruction. They should not make the process of teaching and learning more complicated. If aids become unmanageable, they should not be used.⁷

The use cartoon film in teaching English verb is actually meant to help students to catching and express

Sing their ideas easily. For example, when the student are asked to describe about artist or public figure, nation figure, they thing etc. base on their imagination, they will get difficulty in vocabulary especially verbs because the student many a way need a very long time to find out the words to express their idea.

d. Applying Cartoon Film in Teaching English verb

There are some steps that must be do in using film as teaching media, that all of steps as follows:

- 1) Teacher's preparation; first, teacher should prepare the material. Then, she/he chooses the appropriate film related to the material in order to achieve the goal of teaching hope.
- 2) Class preparation; some things can be done in class preparation are:
 - a) Explaining the film content briefly
 - b) Explaining some important parts that must be noticed while watching the film.
- 3) Presentation; after preparing audience, film is played.

⁷Titi Pujiasih, *Teaching Names of Object Using a Cartoon Movie Entitled "Dora the Explorer" For Sixth Grade Students of Elementary School (a case study of the sixth grade Students of sd negeri 05 randudongkal)*, (Semarang: UNNES, 2007), P. 17-18.

- 4) Continuation activity; this activity can be question-answer in order to measure how far students' understanding on material presented. If there is something wrong, the film can be played once more.

The activities can be:

- a) Reading book about problem played if the book is available.
- b) Making composition about what have been watched.
- c) If necessary, make a test about the material prepared through the film.

In this research, researcher did some steps for using film in teaching. First, she prepared the material, in this case English verbs. Then, she chose UP film used in teaching. After that, she explained something should be notice while watching the film in class preparation. Next step was playing the film. Finally, she gave students some exercises related to the film and asked them to guess a verb based on the film they have watched.

According to Oemar Hamalik (cited from Asnawir, 2002: 98), a good movie/film has some features as below:

- 1) Can arouse students' interest.
- 2) True and authentic.
- 3) Up to date in setting, clothes and environment.
- 4) Appropriate with students' maturity level.
- 5) The language used is true.
- 6) Its unity and sequence are in good order.
- 7) The technique used fulfills the requirement and is satisfying.⁸

2. General Concept of Vocabulary Verbs

In this part, the writer discusses the definition of English verb, type of verb, the principle of teaching verb.

a. The Definition of English Verb

Vocabulary includes nouns, verbs, adjective and adverbs. In this study the writer just discusses about verb as a part of vocabulary.

⁸Asnawir and M. Basyiruddin Usman, *op. cit.*, p. 95-98.

There are some definitions of verb:

According to Hornsby, a verb is a word or phrase in dictating an action.

As quoted from the internet, verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being.⁹

b. Type of English Verb

Verbs can be divided according to the job they do in a sentence. The grammar-expert's way of saying this is that we can divide verbs syntactically. These are the divisions and sub-divisions according to syntax:

1) Transitive Verb

A transitive verb is a type of finite verb. A finite verb is considered transitive or intransitive depending upon its relationship with some other words in the sentence. Another way of saying this is that the division into transitive and intransitive is based on syntax.

Examples: - I **give** flower

- She **wrote** a story last year

2) Intransitive Verb

It is a verb which is not transitive a verb which does not take an object. Here are some examples along with some sentences.

Example: - We **walk** to the railway station

- The children **jump** with joy

- The baby **cries**

Verb are also classified as either finite/ non finite

⁹Heather Macfadyen, <http://www.writingcentre.uottawa.ca/hypergrammar/verbs.html>.
retrieved on 13 October 2010.

3) Finite Verb

Finite verb (ordinary verb) makes an assertion or expresses a state of being and can stand by it self as the main verb of a sentence. The finite verb is generally functioning as the main verb in the predicate. Finite verb has many forms as the following examples:

- a) She **works** hard (*Infinitive*)
- b) She is working (*Present Participle*)
- c) She worked hard (*Past Tent*)
- d) She has **worked** hard (*Past Participle*)

4) Non Finite Verb

Simply put, non-finite verbs are verbs which are not finite verbs. Looks very simple, but it's not entirely so.

Examples: - He likes to drive

- They like to drive.

5) Primary Auxiliary Verb and Auxiliary Verb (The helping verb)

a) Primary Auxiliary Verb

Like to be (Is, am, are, was, were, be, being and been)

Example : - I **am** going to watch opera tonight

- He will **be** spoken by the boy

b) Auxiliary Verb (The Helping Verb)

They are : - Can, could, couldn't

- May, shall, will, must, use to, used to

Example : - I **can** read an English book

- I **must** see the information about scholarship

6) Linking Verb

A linking verb connects a subject to a subject complement which identifies or describes the subject, as in the following sentences:

Example : - The play **is** Waiting for Robert.

In this sentence, the linking verb "is" links the noun phrase "the play" to the identifying phrase "Waiting for Robert," which is called a subject complement.¹⁰

7) Verb Tense

A verb indicates the time of an action, event or condition by changing its form. The verb tense may be categorized according to the time frame: past tenses, present tense and future tense.

The Four Past Tense are:

- a) Simple past ("I Went...")
- b) Past progressive ("I was going...")
- c) Past perfect ("I had gone...")
- d) Past perfect progressive ("I had been going")

The Four Present Tense are:

- a) Simple present ("I go...")
- b) Present progressive ("I am going...")
- c) Present perfect ("I have gone...")
- d) Present perfect progressive ("I have been going")

The Four Future Tense are:

- a) Simple future ("I will go...")
- b) Future progressive ("I will be going...")
- c) Future perfect ("I will have gone...")
- d) Future perfect progressive ("I will have been going").¹¹

8) Compound verb

A compound verb or a complex predicate in linguistics is a multi-word compound that acts as a single verb. One may illustrate the form with the example "start reading". In some interpretations, one

¹⁰ Heather MacFadyen, <http://www.writingcentre.uottawa.ca/hypergrammar/link.html> retrieved on 13 October 2010.

¹¹ Betty Schramper Azar, *Understanding and Using English Grammar*, (Langley, Washington: 1989), P. 1

may consider “start” as a light verb which carries markers like tense.¹²

c. The Principle of Teaching English Verb

The major principles in which a teacher must remember they are:

- 1) Words are important not only in themselves but also in their distribution with other word.
- 2) In teaching a foreign language, one must remember that words many meaning.
- 3) We learn language (including our native language) on two levels, the level of understanding and level of production.

To able to speak well, the students have to master the language components such as vocabulary, grammar/ phonology and spelling.

In addition, according to Wallace, there are some principles in teaching vocabulary, they are:

1) Aims

The teacher should understand clearly what the aims of teaching vocabulary are, he/ she expects the learners to master some difficult words of vocabulary that are needed in his/her lesson.

2) Quantity

The teacher my have to decide on the number of vocabulary items to be learned.

3) Need

It is also possible for the teacher to put the responsibility of choosing, the vocabulary to be thought to the students according to the student’s need:

a) Frequent exploration and repetition

It is impossible for us remember a new word by only hearing it for once or twice. In learning vocabulary there has to be certain

¹²Jan Frodesen and Janet Eying.: *Grammar Dimensions, Form, Meaning, and Use*,(Boston: 1997). P. 23

amount of practice and repetition until there is evidence that students have already mastered the vocabulary of the target language.

b) Meaningful presentation

Learners must have a clear understanding of the new words that are taught i.e. the meaning of the words which are being taught.

c) Situation presentation

In teaching vocabulary to children, teacher should focus on a topic. Words about things around us are given in the one topic, word about animals in another etc.¹³

d. Cartoon Film as a Means to Improve Student's Mastery in Verb

When teaching vocabulary in foreign language we need to bear in mind that students are still building up their first language and vocabulary still in the process of acquiring and organizing concept. This makes the learning of vocabulary in a foreign language a complex matter. Teacher often asks how many new words it is possible to introduce the lesson.

Unfortunately, there is no definite answer as this will depend on the learn ability and how rich and memorable the context is in which the words are presented. English is a target language, so at least students have to master vocabulary items. If the students have already mastered vocabulary, grammatical rules and know how to pronounce the word correctly, they will be easy to speak in English, give information, express their mind and make conversation with other people. On the other hand, students who have limited vocabulary items and they have poor ability in pronunciation, grammatical rules, etc. it will be very difficult for them in learning English.

¹³J.M. Wallace, *Teaching Vocabulary*, (London: Biddles Ltd,1982), P.29.

According to Finnochiaro vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.¹⁴

Media such as cartoon film, cartoon comic, short stories, video, tape recorder, etc are now commonly used in teaching English particularly in improve students' mastery in vocabulary students can improve vocabulary related to the class room environment, they can use basic vocabulary essential for communication as well as student catered word. These words will be the one the student will want to learn and final the measure to remember.

e. The Advantage Cartoon Films

In this part, the writer discusses the advantages and disadvantages of cartoon films:

1) The Advantage of Cartoon

One of audio visual media is movie or film. Film is considered effective to be used as a teaching aid. A movie played in front of students should be an integral part of teaching activity.

Film has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are some advantages of film as a medium in teaching learning process. They are:

- a) Film can describe process
- b) Film can arouse impression of room and time
- c) The picture are three dimensions
- d) The sound can arouse reality of picture in from of nature expression
- e) Film can tell expert's voice while watching his/ her appearance
- f) Color film can add reality of object, which is practiced.

¹⁴Finnochiaro, M. *English as Second Language Form Theory to Practice*, (New York: Regent Publishing Company .inc, .1974), p. 182.

g) Film can show scientific theory and animation

2) The Disadvantages of Cartoon Film

The disadvantages of cartoon film as follows:

- a) During playing film, teacher cannot explain any material because it can disturb students' concentration
- b) Students cannot understand the film well if it is playing too fast
- c) It is difficult to repeat what is gone except playing it once more
- d) The equipment is expensive

A good movie is movie that can fulfill students' need in relation to the material studied. Oemar Hamalik states that main principle that refers to 4-R, "The right film in the right place at the right time used in the right way."¹⁵

B. Previous Research

On this topic have ever researched by Dewi Susilowati from IKIP PGRI Semarang by the topic, *"The use of English films to improve student's mastery in vocabulary the case study of tenth year students of SMAN 14 Semarang in the academic year 2008/2009"*. This research focus on general vocabulary (verb, noun act) and use quantitative analyze.

And other research by Wiwin Supriyanti NIM: 053411264 Tarbiyah Faculty IAIN Walisongo Semarang 2009/2010 with the topic, *"The Effectiveness of Fairytale Movie as a Medium in Teaching Narrative Writing: an Experimental Research"*. So, from this research were concludes that the result of the research the mean of writing score of experimental class (the student taught using movie) are 71,5 and the mean of writing score of control class (the student taught using non-movie) are 65,5. There is a difference in writing score between student taught using movie and those taught using non-movie. It is showed by the mean of experimental class is higher than control class (71, 5 > 65, 5). On the other hand, the test of hypothesis using t-test

¹⁵Asnawir and M. Basyiruddin Usman, *Op., Cit.*, p. 95-96

formula shows the value of t-test is higher than value of the t-table. The value of t-test is 3,614 while the value of t-table on $\alpha = 5\%$ is 1,677 ($3,614 > 1,677$). The hypothesis is accepted.

Difference on my research, the topic is, "*The Effectiveness of Teaching English Verbs by Using Cartoon Film (An experimental study at the second grade of SMP N 18 Semarang in the academic year of 2010/2011)*" So, in this case only focuses in verbs by uses quantitative research analyses.

C. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.¹⁶

In this research, the hypothesis can be stated as follow:

Ha : There is a significant difference of verbs mastery between the second grade of SMP N 18 Semarang taught by means of cartoon films and those taught without cartoon films.

¹⁶Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13th ed, p.116