

CHAPTER I

INTRODUCTION

A. Background of the Study

Languages are part of the cultural richness of our society and the world in which we live and work. The importance of learning languages has become more significant over the last decade. Not only does it contribute towards the development of individual intelligence, but learning a new language gives us access to another culture and prepares us with the essential skills to succeed and adapt in a rapidly changing, globalized world.¹ The possession of language, more than any other attribute, distinguishes humans from other animals. So that, language is needed by human as a tool to express ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another.² According to the philosophy expressed in the myths and religions of many peoples, language is the source of human life and power.³

Schools have traditionally judged the proficiency level of English language learners by assessing their oral language skills. The language that children need to succeed in school is quite different from the oral language they use in social contexts.

Language is much more complex if the students to do it inside the classroom than what students do with language outside in the real world. School is a place of high expectations and academic challenge. In the environment of the classroom, students are asked to engage in academic thinking skills that involve problem solving and critical thinking. Every dimension of learning requires students to demonstrate proficiency in using

¹ Deborah Chan and Carmen Herrero, *Using Film To Teach Languages*, (England: Corner House, 2010), p.6

² Ramelan, *English Phonetics*, (Semarang: UNNES Press, 1994), 5th ed. p. 1

³ Victoria Fromkin, *An Introduction to Language*, (New York : CBS College Publishing, 1983), 3th ed.p. 3

cognitive language skills.⁴ From the statement above, the researcher can conclude that language is one of the important elements and learning language can not be separated from learning English language, because English language is global language.

Learning English as a second language as well as learning Indonesian language for the majority of students in Indonesia has been widely considered important to the national development. As an international language, English is a key of success in studying all subjects. English has also the most significant role in intellectual, social and emotional building. That's why English teaching should be focused on students' competence in accordance with the global environment changes, development of science and technology.

English is also a compulsory subject from the elementary school up to senior school in today's Indonesian educational system. English teaching in Indonesian schools is big problem because most of learners find it difficult. One of the important elements in English learning is that it can not be separated from learning vocabulary. It is difficult to master the four language skills without mastering or understanding a number of vocabularies because vocabulary is fundamental in language learning. Vocabulary is central to English language teaching because without sufficient vocabulary, students can not understand others or express their own ideas. Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".⁵ Richard and Renandya (2002) state that vocabulary is a core component of speaking, listening, reading, and writing.⁶ It means that limited vocabulary impairs personal ability in using language. Thus, it shows how important vocabulary is.

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before

⁴ Jodi Reiss, *Teaching Content To English Language Learners: Strategies For Secondary School Success*, (Longman: Pearson Education, 2005), p. 11

⁵http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974 accessed on 1 July 2014.

⁶Desi Pitriana, *The Use of Cartoon Movie (Journal of English Language Teaching)*, (Padang: Padang State University, 2013), p.106.

they can be said to have learned them.⁷ In addition to learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up gaps in productive speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation.

Marianne Celce-Meurcia and elite Olsten state that “in current naturalistic and communicative approaches, there is a widely shared assumption that vocabulary will be learned automatically and indirectly without any explicit formal instruction”.⁸

English verb is part of speech typically used to indicate an action. Verb is also called an action or express word. It indicates the action or express in the present, past and future tense. Verbs have four principal parts of verbs or fundamental forms that are used to create a tense, they are: Present, Past, Past participle and Present participle.⁹ Some English verb like forms have properties of two parts of speech (e.g., participles may be used as adjectives and gerunds as nouns). Verbs are also classified as transitive (requiring a direct object) or intransitive. In latin verb inflection, voice and mood are indicated in every form.

Verbs are a necessary component of all sentences. Verbs have two important functions: some verbs put stalled subjects into motion while other verbs help to clarify the subjects in meaningful ways.¹⁰ So that, learners need to understand various features of verbs in order to construct and choose between appropriate tenses and in order to use other basic sentence constituents (e.g., subject, direct and indirect object) in the right order. Forming questions and negative statements involves making changes to the

⁷Jeanne McCarten, *Teaching Vocabulary*, (New York: Cambridge University Press, 2007), p.21

⁸ Marianne Celce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching* (New York: Cambridge University Press, 2000), p.73

⁹ http://www.grammarinenglish.com/verbs/?lesson=regular_verbs, accessed on 29 September 2013.

¹⁰ <http://www.Edunet.com> accessed on 17 December 2014

form or sentence position of verbs. Learners often have difficulty with this and may continue making mistake long after. So, they have to understand “the rules” while all languages have verbs, many make no grammatical distinction between, for example; modal verbs and main verbs, and state verbs.¹¹

Media such as game, song, pictures, flashcard, tape, radio, television, video, film, and slide over head projector are now commonly used in teaching learning process, especially teaching English particularly in improving vocabulary mastery.

Hamalik (1986) explained that using learning media in the teaching learning process can arouse wishes and new interest, arouse the motivation and stimulus in learning activity, and even bring the effects of students’ psychology. Ibrahim (196:432) explained the important of learning media because:

تجلب السرور للتلاميذ وتجدد نشاطهم... انها تساعد على تثبيت الحقائق في أذهان التلاميذ... انها تحيي
الدرس

This statement above meant: teaching media brings and arouse pleasure and happy for students and renew their spirit ... help to establish knowledge in the minds of the students as well as animate subject.¹²

According to Hamalik, movie or film is naturally used in class because it does not only give a fact, but also provides an answer in the matters and understands of the students themselves and their environment.

Vocabulary is generally taught through conventional text. It sometimes can not make students engaged, but it makes them bored. If the material can not make students engaged, the lesson will be a boring lesson. The class situation will be dead and teaching learning process does not run effectively and smoothly.

Effective teaching is circular process that consists of four components. They are teaching plan, teaching effectively, exercise and reinforcement, and

¹¹Martin Parrot, *Grammar for English Language Teachers*, (United Kingdom: Cambridge University Press, 2000), p. 93

¹² Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p. 15-

giving evaluation. In order to be able to create teaching learning process effectively, teacher must have professional ability that consist of four competences. One of the competents is a pedagogical competence involving creating meaningful and interesting learning. Allah said in the Qur'an surah An-Nahl 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُم بِآيَاتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord Knoweth best who have strayed from His Path and who receive guidance”¹³

The verse above explained that laid down principles of religious teaching, which are good for all time. But where are the teachers with such qualifications? We must invite all to the way of God and expound His universal will: we must do it with wisdom and discretion, meeting people on their own ground and convincing them with illustrations from their own knowledge and experience, which may be very narrow or very wide. Our preaching must be not dogmatic, not self regarding, not offensive but gentle, considerate and such as very attract their attention. Our manner our arguments should not be acrimonious but modelled on the courteous and the most gracious.¹⁴ So that, a teacher must be able to teach well and teacher can also use media or good method to make teaching learning process is more interesting. For engaging students, film is a good alternative media for teaching vocabulary. It is an interesting media that gives audio visual examples through acting in the scenes. It can be stimulant to find imagination in order to improve students' ability in English verb. By watching film, they will know the plot, which occurs in the film that they will have watched based on the steps and its language features. Finally, they will enjoy and be interested in the teaching

¹³Abdulloh Yusuf Ali, *THE HOLY QUR'AN: Translation and Commentary* (New Delhi: Good Works Books, 2003), p. 689

¹⁴Abdulloh Yusuf Ali, *THE HOLY QUR'AN: Translation and Commentary...*, p. 689

learning process. Besides that, they will also get verbs improvement in learning English language.

In this research, the researcher observe and test the effectiveness of teaching English verbs using animated film. The researcher using animated film as a medium in experimental class and without using animated film in control class in MTs DARUL ULUM Semarang especially with VIII A and VIII B grade students. This can help students of MTs DARUL ULUM Semarang to improve their vocabulary skill especially verbs without feeling bored because teaching vocabulary by using films as medium has never been done there.

The researcher chose animated film entitled Finding Nemo because it is one of amusing cartoon films. With this way, the researcher expects that this research will help language teachers investigate the effectiveness of film in teaching English verbs and it may also help the students increase their motivation in learning English. The students can more easily learn vocabulary. It carries messages or information and emphasizes elements, so that they can attract the students' attention in learning language components including vocabulary especially English verbs.

B. Reasons for Choosing the Topic

There are some reasons why the researcher chooses this topic.

1. The vocabulary is essential to improve the language. Vocabulary learning has been mastered by the students in order to be able to communicate in English.
2. Most students in Junior High School still have difficulties in vocabulary, so that they can not convey their ideas clearly because of their limited vocabulary.
3. Animated film can be a wonderful medium for natural language, furthermore animated film will make the students relax and enjoy the fun. By using animated film, learning English vocabulary will be interesting

and enjoyable. The students can also easily to get vocabulary in the film especially English verb.

4. The teacher is explaining the material with conventional method, such as explaining in front of class, then asking students to answer questions. It makes students bored and difficult to understand material. The condition also occurred at MTs Darul Ulum Wates Semarang.
5. The researcher wants to know the effectiveness of using animated film as method to teach English verbs in MTs Darul Ulum Wates Semarang in Academic Year of 2014/2015.

C. Definition of The Key Terms

In order to avoid misunderstanding that can happen with the title of this research, the researcher presents the following definition of the key terms:

1. Effectiveness

Effectiveness in this study means ability to achieve stated goals or objectives, efficient, and judged in term of both output and impact.¹⁵

2. Teaching

Teaching is a process giving lessons to students in a school, college, university, etc.¹⁶

3. Verb

A verb is a word or group of words that expresses an action, an event or a state.¹⁷

4. Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹⁸

¹⁵ E. Mulyasa, *Kurikulum yang Disempurnakan*, (Bandung: Remaja Rosdakarya, 2005), p. 193

¹⁶ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York : Oxford University Press, 2010), 8th, p. 1531.

¹⁷ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English...*, p. 1653.

¹⁸ Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge: University Press, 2002), p. 255.

5. Experimental Study

Experimental study is kind of research that is used to establish a cause and effect relationship between two phenomena. The researcher aims to establish that one variable (independent variable) cause changes in other variable (dependent variable).

6. Student

Student is a person who is studying at a school, college, university, etc¹⁹

D. Question of the Study

The discussion of this study is intended to answer the following questions:

Is the use of Finding Nemo animated film effective to teach English verbs at second grade of MTs Darul Ulum Wates Semarang in the academic year of 2014/2015?

E. Objectives of the Study

The objectives of the research are as follows:

To find the use of Finding Nemo animated film to teach English verbs at the second grade students of MTs DARUL ULUM Wates Semarang in the academic year 2014/2015 is effective or not.

F. Pedagogical Significances of the Study

The result of this study in regard to education field is expected to give advantages:

1. For Researcher

The researcher hopes this study can give a new knowledge about ways (media) used in teaching learning process. So, teaching learning process will be more interesting for students, especially teacher's strategies that used in teaching English verb.

2. For teacher

¹⁹ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English...*, p. 1484.

By doing this research, researcher hopes that the output of the study will be useful to developing English teaching in junior high school, especially in teaching English verb. By this medium, the researcher hopes that it can help the students to learn their vocabularies and study English easily. So, students will get a better achievement.

The researcher hopes also:

- a. This study will give contribution to the English teacher that teaching English verb is more interesting with using media (animated film) than without it.
- b. This study will give motivation to the English teacher to create new ways in teaching learning English.
- c. This study will give suggestion to the English teacher to solve the problem faced in teaching English.

3. For students

This research is expected to give contributions in education aspect especially to the students in order that they can learn English more easily and more interesting especially in using appropriate strategy in learning English Verb.

4. For educational institution

The researcher hopes this study can be a suggestion for the education department to increase the quality of the education system.

G. Limitation of The Study

To limit the scope of the study, the researcher will only discuss such as follows:

1. This study is done in the second grade students of MTs DARUL ULUM Wates Semarang in the academic year 2014/2015.
2. This study is talk about the use of animated film, which is effective to teach English verbs. This study is done to find the effective way to teach vocabulary of English verb.