CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Research

In composing this proposal, the researcher considered some previous researches related to this study, those are:

1. Rifatun Nashihah (073411052) "*The Effectiveness of Aladdin Fairy Tale Movie to Teach Vocabulary (An Experimental Research at 11th Grade of SMAN 1 Pegandon Kendal in the Academic Year of 2010/2011)*" from English Departement of Tarbiyah faculty, Walisongo State Institute For Islamic Studies Semarang, 2011. This study used experimental method, because the researcher searched the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produce a change in the other. The researcher divided into two groups in her research; experimental class which was taught using aladdin movie and control class which was taught without aladdin movie.[1]

   In this research, the researcher described that Aladdin fairy tale movie is effective media to teach vocabulary at eleventh grade of SMAN 1 Pegandon Kendal in the academic year of 2010/2011. The similarities between her research and this research are on object of the study (vocabulary) and using audio visual media. The differences between her research and this research are approach title of movie, data collecting method, participants and data analysis.

2. Thesis with the title of *The Effectiveness of Teaching English Verbs By Using Cartoon Film; An Experimental Study the Second Grade of SMP Negeri 18 Semarang in the Academic Year of 2010/2011* presented by Margono (053411284), students of English Departement of Tarbiyah

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[1] Rifatun Nashihah (073411052), *The Effectiveness of Aladdin Fairy Tale Movie to Teach Vocabulary (An Experimental Research at 11th Grade of SMAN 1 Pegandon Kendal in The Academic Year of 2010/ 2011)*, (Semarang: English Departement and Education Faculty IAIN Walisongo Semarang, 2011), Unpublished Thesis .

Faculty, Semarang Walisongo State Institute For Islamic Studies, 2010. In this research, the researcher used an experimental study. The data were obtained by giving test to the experiment class and control class after giving different learning to both classes. The result of the research showed that cartoon film is more effective in teaching English verbs. Besides that, based on student's score, the experimental class that was given treatment using cartoon film to teach English verb got higher score that was 74,23 compared with the control class who did not get treatment using cartoon film to teach English verb was 70,4.[2] So, the result showed that cartoon movie is more effective media in teaching vocabulary especially English verbs.

The similarity between his research and this research is on the focus of material (English verbs) and teaching method is almost same, his research used cartoon film while this research focused on English verbs uses animated film.

This research using *Animated Film* is expected to be a good information for many teachers especially English teachers. So that, it can enhance the students' ability in learning English verbs.

3. Masning Zahro' (063411050), The title is *The Use of Song Lyrics To Improve Students' Vocabulary of Verb (An Experimental Research at the Eighth Grade Students of MTs Uswatun Hasanah Mangkang Semarang in the Academic Year of 2009/2010)*, English Departement of Tarbiyah Faculty, Semarang Walisongo State Institute For Islamic Studies, 2010. The result of research showed that Song lyric is effective to improve students' vocabulary of verb at eight grade of MTs. Uswatun Hasanah Mangkang Semarang in academic year of 2009/2010. It was proved by the obtained score of t-test. The t-test showed that t-score 1.855 was higher

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[2]   Margono   (053411284),   *The   Effectiveness   of   Teaching   English Verbs by Using Cartoon Film (An Experimental study at the second grade of SMP Negeri 18 Sem arang in the academicyear of2010/2011)*,(Semarang: English Departement and Education Faculty IAIN Walisongo Semarang, 2011), Unpublished Thesis.

than t-table 1.68. it means that the experimental class is higher than controlled class.[3]

The similarity between her research and this research is on the focus of material and using experimental research. Meanwhile, the differences are on the teaching method and participants of the research. Her research used song lyric whereas this research focused on teaching English verbs using animated film.

B. Theoretical Framework

1. General Concept of Vocabulary

In this part, the researcher will discuss about the definition of English verb, the principle of teaching English verb, type of English verb, and teaching English verb to Junior High School.

a. The Definition of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students can not understand others and express their own ideas. Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and therefore, something to be taken into consideration both in second and Foreign language Teaching although the only one that conveys meaning.[4] Vocabulary includes nouns, verbs, adverbs, adjectives. But in this study the researcher just discussed about verbs as parts of vocabulary.

Finocchiaro explains that "the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary". Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in

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[3] Masning Zahro' (063411050), *The Use of Song Lyrics to Improve Students' Vocabulary of Verb (An Experimental Research at the Eighth Grade Students of MTs Uswatun Hasanah Mangkang Semarang in the Academic Year of 2009/2010)*, (Semarang : English Departement and Education Faculty IAIN Walisongo, 2010), Unpublished Thesis.

[4] Rosa M Lopez Campillo, *Teaching and Learning Vocabulary: An Introduction For English Students,* (London: Longman, 1970), p. 36.

speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.[5]

Another opinion by Marianne Celce and Murcia Elite Olshtain, "There are two kinds of vocabulary: they are function words and content words".[6]

1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

1) Words that refers to a person, a place or a thing that we might call them nouns.

2) Words that express an action, an event or a state are called verbs.

3) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

Thornbury stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[7] Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. Otherwise, the students will have the difficulties in learning and understanding the foreign language with the limited vocabulary.

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[5] M. Finocchiaro, *English As a Second Language ''From Theory to Practice''*(New York : Regent Publishing Company,1974), p.73.

[6] Marianne Celce-Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), p. 76.

[7] Scott Thornbury, *How to Teach Vocabulary*, (London: Longman,2002), p.13.

From the statement above the researcher concludes that vocabulary is important in learning English language because we can understand of many thing if many vocabularies that we have. Besides that, vocabulary also plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

b. Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques, good media, and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieved less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different context, reading, or watching television.[8]

In teaching vocabulary can be done simply by four steps, they are:[9]

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

[9] Kasihani K.E. Suyanto, *English for young learner*, (Jakarta: Bumi Aksara, 2010), p.48
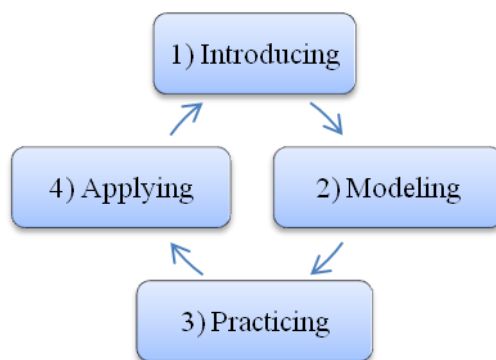
1. Introducing: teacher introduces new word with utterance clearly and rightly.
2. Modeling: teacher gives an example by the action.
3. Practicing: teacher drills the students to imitate and practice
4. Applying: student applies in the appropriate condition.

So that, learning language must be given special attention in order to achieve the goals of language learning. According to the concept and function of English state in 2006 curriculum the teaching English aims to develop the four skills, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or spellings are also taught. Besides that, in constructing a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they master the language. In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly.

c. **Some Techniques in Teaching Vocabulary**

Teaching techniques is important things in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique.

We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant.

Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of teaching vocabulary, it does not mean that if the teacher uses a certain technique.

From explanation above, its mean that techniques in teaching learning is very importance and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process.

Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork".[10]

1) Mime and Gesture. In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids. In this technique, a teacher can use animated films and whiteboard. The teacher use animated films and analysis the words that we need. One of the visual aids is whiteboard. It is a writing the words and their meaning on the whiteboard.

3) Verbal Explanation. In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the meaning of the

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[10] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

4) Contextual Guesswork. In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through animated film.

d. The Principle of Teaching and learning Vocabulary

In teaching learning process, teacher must concern and remember with major principles, they are:

1) Words are important thing in teaching vocabulary; it's also the most basic level that involves; its **form** and its **meaning**.

2) In teaching foreign language, teacher must be able to give interest method so that the student will not bore.

3) In teaching vocabulary, teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned, what each item is (a single word, a phrase, a collocation etc.) and for what purpose (active use or passive recognition). And materials can help teachers in this in the following ways:[11]

   a) Providing clearly marked vocabulary lessons

   b) Making the target vocabulary set stand out, including focused practice and regular review

   c) Giving lists of vocabulary to be learned for the lesson

Structured vocabulary notebook exercises which are designed to make students focus on a particular vocabulary set or feature are a good way of developing this noticing strategy.

In addition, according to Wallace, there are some principles in teaching vocabulary, they are:[12]

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[11]Jeanne McCarten, *Teaching Vocabulary*, (New York: Cambridge University Press, 2007), p.20

[12] J.M. Wallace, *Teaching Vocabulary*, (London: Biddles Ltd,1982), p.29.

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 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.

4) Meaningful Presentation

   The teacher must have a clear and specific understanding of what it denotes or refers to i.e. sit is meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and ambiguous. The teacher must have a clear understanding about the words or phrases given to the students.

e. Verb

In studying English, there are some definitions about verbs, such as:

1) The word 'verb' comes from the Latin verbum meaning 'word'. Verbs are doing, being or having words.[13] Verbs are the most important component of any sentence. These words talk about the action or the state of any noun or subject.

2) Verbs are words that express action or state of being, and they are an essential part of a complete sentence. This means that verbs show what the subject is doing or what is the state or situation of the subject.

According to "*Oxford Advanced Learner's Dictionary*" verb is a word or group of words that expresses an action, an event or a state.[14] Verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences statements, question, commands, and exclamation. Like the noun, the verb has the grammatical properties of *person* and *number*. Properties which require agreement with the subject. But the verb has also several other grammatical properties that are shared with no other part of speech.[15]

From the various definitions above, the researcher concludes that verb is word or a group of words that indicates an action, an event, or state. Without verbs, a sentence will not make any sense.

f. Type of English Verb

Verbs can be divided according to its' function in a sentence. The grammar divides verbs syntactically. English verbs have four

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[13] Barbara Dykes, *Grammar for everyone: practical tools for learning and teaching grammar*, (Australia: Acer Press, 2007), p. 41

[14] A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press), p.1653.

[15] Marcella Frank, *Modern English (A Practical Reference Guide)*, (New Jersey: Prentice Hall, 1972), p.47

principal parts; they are simple form, simple past, present participle and past participle. These are part of verbs:

1) Action verb

Action verbs are verbs that express what is done by subject: hopes, dream, run, speak, etc.[16] For example:

a) Pasha **sang** in the concert.

b) Suryanulloh **wrote** the letter for his friend.

2) Regular verbs

Regular verbs are the simple past and past participle end in *–ed*. The regular verbs have a standard set of rules for forming their present participle and past forms. **The present participle** is formed by adding **-ing** to the end of its base form and **the past** is formed by adding **-ed**. If the base form verb ends with the letter -e, we can add only -d for past form verb and remove the - then just add -ing for the present participle.[17]

Simple Form	Simple Past	Past Participle	Present Participle
Hope	Hoped	Hoped	Hoping
Stop	Stopped	Stopped	Stopping
Listen	Listened	Listened	Listening
Pick	Picked	Picked	Picking
Study	Studied	Studied	Studying
Dream	Dreamed	Dreamed	Dreaming
Play	Played	Played	Playing

3) Irregular verbs

Irregular verbs are the simple past and past participles do not end in *–ed*. Example:

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[16]http://www.englishbahasa.com/2012/09/types-of-verbs-jenis-jenis-kata-kerja.html accessed on 9 April 2014.

[17] Betty Schrampfer Azar, *Understanding and Using English Grammar*, (Langley, Washington: 1989), p. 17

Simple Form	Simple Past	Past Participle	Present Participle
Read	Read	Read	Reading
Write	Wrote	Written	Writing
Blow	Blew	Blown	Blowing
Break	Broke	Broken	breaking
Find	Found	Found	Finding
Come	Came	Come	coming
Swim	Swam	Swum	Swimming

4) Transitive Verb

A transitive verb is a verb that must take an object (takes a direct object).[18] Example:
a) He *is reading* a book.
b) She *is studying* English language.

5) Intransitive Verb

An intransitive verb is verbs that are not followed by an object. The intransitive verbs clearly and completely communicate without a direct object. Example:

a) Children **play**

b) A student **studies**.[19]

6) 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:

(1) I am going to watch opera tonight

(2) He will be spoken by the boy

b) Auxiliary Verb (The Helping Verb)

The word 'auxiliary' is formed from the Latin auxilium meaning 'help', and in grammar it refers to certain verbs that

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[18] Marcella Frank, *Modern English (A Practical Reference Guide)*, p.49

[19]http://*www.grammar monster.com/lessons/verbs*.htm#5Z6fHmIz1OlYfb3b.99 accessed on 24 November 2013.

are used to form tenses. The main 'helpers' are taken from forms of the verbs 'to be' and 'to have'.[20] They are:

(1) Can, could, couldn't

(2) May, shall, will, must, use to, used to

Example:

(1) I **can** read an English book

(2) I **must** see the information about scholarship.

7) Dynamic verb and Stative verb

Dynamic verbs are verbs denote an actual action or expression or process done by the subject. They mean an action which can be seen or physically felt, for example:
a. He is **swimming** at the beach.
b. She **buys** new clothes every week.

Stative verbs are verbs the state of mind of the subject, or the relation between the subject and the object, for example: The cupboard **requires** a new coat of paint.

8) Linking verbs

Linking verbs connects the subject of a sentence to a noun or adjective that renames or describes it. This noun or adjective is called the subject complement. Common verbs that may be followed by an adjective: *feel, look, smell, sound, taste, appear, seem, become*, etc. Example:

a) This food *tastes delicious*.

b) The students feel *happy*.[21]

9) Finite and infinite verb

A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have − person, number, tense, voice, etc.

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[20] Barbara Dykes, *Grammar for Everyone: practical tools for learning and teaching grammar*,... p. 49

[21] Betty Schrampfer Azar, *Understanding and Using English Grammar*, p. 5

Infinite verbs are incomplete verbs that function as other parts of speech than verbs. They consist of the infinitive form (**to** + the simple form of the verb) and the participial –ing or –ed form. [22]

10) Verb Tenses

The word 'tense' is from Latin tempus meaning time.[23] A verb indicates the times of an action, event or condition by changing its form are called tenses. The word of tense means verb or groups of the words used to express relation of time.[24] The verb tense may be categorized according to the time form: 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").[25]

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[22]Marcella Frank, *Modern English (A Practical Reference Guide)*, p.51

[23] Barbara Dykes, *Grammar for Everyone: practical tools for learning and teaching grammar*,... p. 44

[24] Maflakhah,*Cara Cepat & Tepat Menguasai Tenses*, (Surabaya: Kartika, 1995), p. 1

[25] Agus Siswanto, *English Revolution* Ed 5th, (Jepara: Mawas Press, 2012), p. 169

2. General Concept of Media

a. The Definition of Media

Media is an important thing in teaching learning process. Medium is one of tool carries of massage, it is tool to convey teacher's massage to the students in teaching learning process in order to learning process is clearer and easier so that understood by the students.[26]Medium has also aim to make teaching learning process more interesting to the students. In general, medium is a tool that help teaching learning process and it has function to clarify the meaning of massage that be explained by teacher in order to be able to achieve the purpose of teaching learning process effectively and completely.[27]

In general, media can be categorized in three features, they are:[28] visual media, audio media, and audio visual media.

1) Visual media is a media that can be seen and touched by the students, such as pictures, photograph, map, miniature and realia.

2) Audio media is media that its content is recorded and listened. This media is used to observe and understand oral expression, such as radio and cassette recorder.

3) Audio visual media is media that can be seen and listened, such as TV and film. Audio visual media is often used in language class to present story, event, or situation in another place. Picture that presented is supported the information in English language that must be selected suitable with development level of students' language.

Based on features of media that explained above, the researcher concludes that medium is one of good media that needed in learning

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[26] Kasihani K.E. Suyanto, *English for young learner*, (Jakarta: Bumi Aksara, 2010), p.100

[27] Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran Manual dan Digital*, (Bogor: Ghalia Indonesia, 2011), p.9

[28] Kasihani K.E. Suyanto, *English for young learner…*, p.102-103

English language especially for adolescent students. Media can be functioned to:[29]

1) Help make simple and complete a language learning process.

2) Reduce using mother tongue or first language.

3) Arouse motivation or students' interest in learning.

4) Explain new concept so that student can understand without difficulty and misunderstanding.

5) Increase the quality of leaning English language.

6) Make learning process more interesting and interactive.

b. The Definition of Animated film

Animation is the process of creating the continuous motion and shape change illusion by means of rapid display of a sequence of static images that minimally differ from each other.[30]

From definition above, the researcher concludes that animation is pictures that given effect to create an illusion of movement when the film is shown as a sequence, which gave a story about person, group or situation.

There are many definitions about film, such as:

1) Film or life picture is pictures in the frame which one frame and other frame is projected by the projector lens mechanically so that on the screen the picture seen alive.[31]

2) A film is motion picture and supported by sound. Film is function as audio visual media in teaching learning process.[32]

3) A film is a motion picture, open referred to as a movie.[33]

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[29] Kasihani K.E. Suyanto, *English for young learner*, p.101

[30]Wikipedia, "*The Definition Animation*" http://en.wikipediaorg/wiki/ The Definition Animation , accessed 8 December 2013

[31] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p. 48

[32] Asnawir and M. Basyirudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 95

[33]Wikipedia, the Free Encyclopedia, "*Films*", http://en.wikipedia.org/wiki/film, accessed 8 December 2013

4) Film is a sequence of pictures in the frame in which the sequence is presented through LCD. As a result, we can conclude that the sequence of picture is alive and move.[34]

From definitions above, the researcher concludes that animated films are sets of moving picture that given effects (sounds, lights, etc) in order to the pictures can move on a screen, which carry massage and information. It intends to make teaching learning process more interesting and the students can be more active.

c. Types of Film

The type of film as follows:[35]

1) Documentary film

Documentary film is a purpose of giving to describe about the story, by using the true society and situation

2) Episodic film

Episodic film is film consist of short edition in its sequences.

3) Provocation film

Provocation film presents to explain about special lesson to learners, especially social study, attitude, etc. it will stimulate the discussion among learners in the classroom.[36]

4) Animated film

Animation film is distinguished from live action ones by the unusual kinds of work that are done at the production stage.

5) Fictional Film

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[34] Azhar Arsyad, *Media pembelajaran*, (Jakarta: PT. Grapindo Persada, 2003), p.49

[35] Wikipedia, The Free Encyclopedia, "*Elements of Film*", http:// en Wikipedia.org/wiki/film, accessed 11 December 2013

[36] H. Asnawir and M. Basyaruddin Usman, *Media pembelajaran*, (Jakarta:Ciputat Press. 2002), p.100

A Fictional film presents imaginary beings, place, or events. Yet if a film is fictional that does mean that it is completely unrelated to actually

6) Experimental film

An Experimental film is made for many reasons, they are:

a) The film makers wish to express personal experience or view points

b) The film makers may also want to explore some possibilities of medium itself.

In this research, the researcher will use animated films as media to facilitate student's learning process, because the researcher thinks that the animated film is suitable media for junior high school grade learners to increase theirs' vocabulary mastery especially English verb.

d. Elements of Films

To analyze the film, the first thing is to understand the elements of it. There are five elements of story, they are:[37]

1) Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

2) Character

A character is a person or sometimes events an animal, who takes part in action of a story other literary work. There are two characters of story:

a) Protagonist, the protagonist character is the central character or the hero, also called as a good guy.

b) Antagonist, the antagonist character is the enemy of the protagonist, also called as a bad guy.

3) Plot

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[37]Wikipedia, The Free Encyclopedia, "*Theme*", http://en.wikipedia.org/wiki/theme, accessed 23 December 2013

A plot is series of events and character actions that relate of the central conflict, it is the sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end. There are fie essentials parts of plot:

a) Introduction is the beginning of the story characters and the setting is revealed.

b) Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.

c) Climax, this is highest point of interest and the turning point of the story.

d) Failing action, the events and complication begin to resolve themselves.

e) Denouement, this is the final outcome or untangling of events of the story.

4) Conflict

The conflict is a struggle between two people or things in the story. There are two types of conflict:

a) External, a struggle with a force outside one's self.

b) Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quiet their temper, resist an urge, etc.

5) Theme

The theme is the central idea or belief in the story.

e. **The Contribution of Animated Film to Teach English Verb**

In general, learning English is difficult subject because English language is not language used in their daily life. So, teaching media is needed so that teaching learning process will be easy and interesting. In addition, the students are expected will be active during the teaching learning process including learning the English verbs. By using an animated film in their lessons, it is expected that they can learn words correctly.

The researcher chose the animated film to teach kinds of verb because through the animated film children will learn kinds of verb by seeing the verb in that movie. So, it will help students to memorize the names of object.

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.

According to Jerrold Kemp list the function of media general or audio visual aids in particular and their contribution to a language learning as follow: [38]

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 teacher's 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 will participate dominantly. As a result, the students' knowledge and skill can be improved.

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[38] Kemp, Jerrold, *Planning and Producing Audio Visual Materials*, (Sanfransisco, California: Chandler Publishing Company, 1963), p. 3-4.

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.

In this research, the researcher used audio visual like animated film as media in teaching English verb because audio visual aid can attract the students' interest a specially those of English learners. It means audio visual (animated film) can help students to catch and express their ideas easily. For example: when the students are asked to describe about daily activity, public transportation, nation figure etc, they can explain them well. Based on their imagination, they will get difficulty in their vocabulary mastery especially verbs because the students need a very long time to find out the words to express their idea.[39]

3. Finding Nemo Animated Film

Finding Nemo is a 2003 American computer-animated comedy-drama adventure film written and directed by Andrew Stanton, released by Walt Disney Pictures, and the fifth film produced by Pixar Animation Studios. It told the story of the over-protective clownfish named Marlin who, along with a regal tang named Dory (Ellen DeGeneres), searched for his abducted son Nemo (Alexander Gould) all the way to Sydney Harbour. Along the way, Marlin learns to take risks and let Nemo take care of himself. Finally, Marlin Finding his son and they were overjoyed. And when they finally returned home, both Nemo and Marlin were heroes. [40]

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[39] Titi 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.

[40]Wikipedia,"*Finding Nemo*" http://en.wikipediaorg/wiki/ Finding Nemo ,accessed 11 December 2013

4. Characteristic of Junior High School Learners

According to Piaget (cited from Kasihani K.E. Suyanto 2010: 6), there are four phases of children's growth they are:[41]

a. Sensorymotor Stage, from born – 2 years

b. Preoperational Stage, 2 years – 8 years

c. Concrete Operational Stage, 8 years – 11 years

d. Formal Stage, 11 years – 15 years and more.

In the formal stage are students of Junior High School that we call them teenagers. This is transition period between childhood and adulthood. Some of assumptions about teaching English to children still apply to teaching this group but some assumptions about teaching adults may also work for them. In this case there are many change of their attitude, aptitude even their life style.

In teaching learning English process, teenagers' characteristics different from children, who are more sensitive to anything that touches the five senses but teenagers have more increasing capacities for abstraction as a result of intellectual maturation and more ready to learn the target language without the absence of physical objects. They are already good at handling abstract rules and concepts. This psycholinguistic characteristic will determine the suitability of a method or technique in language teaching. Teenagers also feel uncomfortable and shy to follow instructions in a language class.[42] But its important teenagers may demand to know the rules and the meanings in their language, so that teacher makes easier in teaching learning process.

5. The Advantages and Disadvantages of Using Animated Film

In this part, the researcher discusses about the advantages using film in teaching vocabulary especially about English verbs.

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[41] Kasihani K.E. Suyanto, *English for young learner* ..., p.6

[42] Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 183

Film has particular values such as; completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining bstract things, etc. Beside that, using films through specific task activities provides an ideal medium for active teaching learning process, as well as encouraging interaction and participation.

a. The advantages of Animated Film are:

1) Films can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation.

2) Films can provide a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language.

3) It provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech.[43]

4) Film can describe process.

5) Fim can arouse impression of room and time.

6) Film can show scientific theory and animation.

The researcher concludes that there are many advantages of using film in teaching learning process, especially learning English because it will make students feel free to create and invent new dialogue (either written or spoken) for all languages, so that they can increase their vocabulary mastery from the film.

b. The Disadvantages of Animated Film

1) Teacher cannot explain any material because it can disturb students' concentration.

2) Students cannot understand the film well if it is playing too fast.

3) It is difficult to repeat what has gone except by playing it once more

4) The equipment is expensive.

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[43] Deborah Chan and Carmen Herrero, *Using Film To Teach Languages,* p.11

A good film is film that can fulfill students' need in relation to the material studied. Oemar Hamalik states main principle that refers to 4-R, "The right film in the right place at the right time used in the right way."[44]

C. Hyphotesis

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof."[45] Hypothesis is a temporary answer of problems in research until proved from the data which collected.[46] So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data.

The criteria of the test of hypothesis as follow:

Ha : There is a significant difference of score in English verbs achieved by the students taught using "Finding Nemo" animated film from those taught without using "Finding Nemo" animated film at the second grade of MTs Darul Ulum Wates Semarang in the academic year of 2014/2015.

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[44]Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, p. 96.

[45]Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

[46]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1998), p. 64.